The University of Chicago

THE HISTORY OF THE TEACHER-TRAINING INSTITUTIONS IN THE GULF STATES

A DISSERTATION SUBMITTED TO THE
GRADUATE FACULTY IN CANDIDACY FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATION

By
HARMON LUTHER LOWMAN

Private Edition, Distributed by
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CHAPTER I

INTRODUCTION

The purpose of this dissertation is to trace the growth and development of the state teacher-training institutions now existing in the Gulf States for the training of white teachers. These institutions have made great progress in the past two decades. Since 1910 there has been a complete reorganization in their administration and curricula. During that period their student bodies increased rapidly; a report of the Bureau of Education showed a total attendance at the state teachers colleges and state normal schools in the Gulf States of 30,925 students for the scholastic year, 1927-28.[1] Recently many of the colleges have been recognized by standardizing associations. Their present importance warrants an interest in the history of their growth and development.

The term "teacher-training institutions" includes those institutions under state control which have as their purpose the training of teachers. The term "Gulf States" embraces those states that have been designated by some historians as the lower South. It includes Alabama, Louisiana, Mississippi, and Texas. Florida is not considered a gulf state because in some state groupings it is listed as one of the South Atlantic States. At present there are four white teachers colleges in Alabama known by the names of the

---

[1] Statistics of Teachers Colleges and Normal Schools, 1927-28, p.7. Bureau of Education No. 14. Washington: Government Printing Office, 1929.

towns in which they are located: Florence, Jacksonville, Livingston and Troy. In Louisiana there is only one, the Louisiana State Normal College at Natchitoches. Mississippi has two of these colleges, the State Teachers College at Hattiesburg, and the Delta State Teachers College at Cleveland. Texas has seven at present, known as the Sam Houston Teachers College at Huntsville, the North Texas State Teachers College at Denton, the Southwest Texas State Teachers College at San Marcos, the West Texas State Teachers College at Canyon, the East Texas State Teachers College at Commerce, the Sul Ross State Teachers College at Alpine and the Stephen F. Austin State Teachers College at Nacogdoches.

Since a complete understanding of teacher training depends upon a knowledge of its public school environment, the second chapter of the dissertation points out some important influences on education in the Gulf States before 1860. Attention is next directed to the influence of normals for Negroes established by Northern benevolent associations in the South and their bearing upon the founding of normal schools for whites. Some consideration is then given to the related teacher-training agencies, teachers' institutes and private normals. Such a study as this must devote considerable space to the work of the Peabody Fund because of its influence in the establishment of normals in the states under consideration. Certain private institutions

became state normal schools, and for that reason their history is traced briefly. That history is followed by an analysis of the several enabling acts creating the different normal schools. The next chapter is devoted to the influences affecting the location of the institutions. Studies of state support, administration, faculty, student body and curricula of the institutions follow in the order named.

Fig. 1.- Map of the Gulf States showing locations of teacher-training institutions.

CHAPTER II

EDUCATION IN THE GULF STATES BEFORE 1860

Evolution of the State Public School Systems

Introduction.- In order to present fully the history of the teacher-training institutions of the lower South, it is necessary to examine briefly the evolution of the public school systems in this region prior to the Civil War.

Factors operating against tax-supported common schools.- The facts which follow are presented in order to render more intelligible the causes for the adverse attitude in the lower South toward state-controlled free public education. The writer does not intend to convey the idea that the conditions described prevented the establishment of adequate public free school systems in the various states, but such conditions as are discussed are thought to have been among the reasons for their slow development and retarded growth

One notes a marked similarity of attitude towards public education in the Gulf States before 1860. This similarity regarding education was due to a number of reasons, all of which might be assigned a place under economic, social, or political conditions. In each of these respects the several lower Southern states were comparable.

The social stratification was largely brought about by slavery which divided the population into slave-holders, non-slave holders, and slaves. The middle group, or the non-slave holders, socially resembled the class for which public

education had been furnished in the North and West.[1] Under the prevailing conditions in the South, this class found its stratum to lie between the dominating influence of the slave-holders or the landed aristocracy, who because of their control of capital were dominant politically,[2] and the slaves, who because of their condition of servitude brought not only a reproach upon manual labor but made it practically impossible for the free whites to compete with them. The middle class was driven to the poor lands of the mountains or to the sterile low lands unfit for cotton or rice.[3] Socially and educationally, the condition of this middle class corresponded in some respects to that of the lower classes in England before 1870. The social system was arranged to take care of the upper class, while the lower classes were in a submerged state.[4]

That the controlling group in the South favored education primarily for the upper division of society is shown by the frequent, although not general, opposition to a universally free tax-supported public school system

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[1]John R. Ficklen, History and Civil Government of Louisiana, p. 125. Chicago: Werner School Book Co., 1901.

[2]Philip Alexander Bruce, Social Life of Virginia in The Seventeenth Century, pp.23-24. Richmond: Whittet and Shepperson, 1907.

[3]Horace Kephart, Our Southern Highlanders, p.354ff. New York: Outing Publishing Co., 1913.

[4]John Furman Thomason, The Foundations of the Public Schools of South Carolina, p.56. Columbia, S.C.: The State Co., 1925.

before 1860. This attitude is reflected in the literature of that period. One finds statements such as this: "The State is required to afford that degree of education to every one of its white citizens which will enable him intelligently and actively to control and direct the slave labor of the State."[1] Another speaker attempting to vindicate the Southern policy asserted with some animation:

> I repeat that a choice between the two (the common school or the University system) must be made. It seems to me that no man who has regard to the honor, reputation and quality of his country, abroad and in future time, can hesitate to give preference to the University system..... We cannot for a moment doubt the decided advantage we have obtained from the greater prevalence of the University system of education in our section of the country.[2]

Walter H. Page, discussing education in the South, stated in 1881: "The aim of all Southern educational work before the war was to make gentlemen, not scholars; nor was it thought necessary to educate the masses."[3] Immediately following the Civil War the committee of Congressmen of the forty-second Congress investigating conditions in the South learned that there was opposition not only to schools for the freedmen but to public free schools for the whites as

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[1] Wm. H. Trescott, "The State's Duties in Regard to Popular Education," De Bow's Review, XX (February, 1856), 147-48.

[2] De Bow's Review XVIII, New series, I (May 1885) 554.

[3] Walter H. Page, "The Southern Educational Problem," The International Review, XI (October, 1881), 331.

well.[1]

In the economic structure of the individual States of the lower South there was a marked likeness. The region largely depended upon cotton which was worked by slave labor in an extensive manner.[2] "Southern banks borrowed credit from remote sources, usually the North, on the assurance that it would be used only to produce cotton. The coming crop was security."[3] Concentration of power in the hands of the landed class naturally led that group, according to the usual course of such things, to be opposed to taxation for the purpose of educating children of the second and third estates. Such an attitude continued to prevail among the wealthy shortly after the Civil War. The testimony obtained by the Congressional committee contained passages reflecting this attitude.[4] In this the planter class was probably impelled by inherited attitudes as well as by circumstances.

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[1] Testimony taken by Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, Mississippi, pp 478, 502. Vol. I. Report No. 41, pt. 11, 42nd Congress, 2nd Session. Washington: Government Printing Office, 1872.

[2] J. Russell Smith, Industrial and Commercial Geography, p. 472. New York: Henry Holt and Co., 1913.

[3] Edgar W. Knight, "Education in the South," Twenty Five Years of American Education, p. 379. Edited by I. L. Kandel. New York: Macmillan Co., 1924.

[4] Testimony taken by Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, Mississippi, pp 478. Vol. I. Report No. 41, pt. 11, 42nd Congress, 2nd Session. Washington: Government Printing Office, 1872.

The home school of that day served the purpose to a large extent of the public elementary school of today. It was believed by some that the education of children was a duty devolved upon parents by God and should for that reason never be transferred by them to any other agency. The "old field school" was a step beyond home education. It originated usually when several families united to secure the services of a teacher for their children.[1] Occasionally, when dignified by the title of "academy", state aid was obtained for the school.

English influence in the South cannot be overlooked in the study of the failure to introduce a comprehensive system of tax-supported public schools in that part of the country before 1860.[2] With but occasional exceptions,[3] the settlers in the Gulf States came very largely from the several Atlantic Seaboard States, bringing with them the educational ideals prevailing there. These were predominantly English attitudes.[4] The question at once arises as to why

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[1] Report of Commissioner of Education, 1895-96, pp. 269. Vol. I. Washington: Government Printing Office, 1897.

[2] One finds a similarity between the arguments against State schools in the lower South and the same position defended by Herbert Spencer in 1850. See Herbert Spencer, Social Statics, pp. 156-187. New York: Appleton and Co., 1904.

[3] Report of Commissioner of Education, 1895-96, p.303. Vol. I. Washington: Government Printing Office, 1879.

[4] Thomason, op. cit., pp.55-59.

this was not true of New England to the same extent that it was true of the South. There is evidence that the educational practice of the New Englanders was affected principally by their Calvinistic theology and their village life.

The Puritans were readers of the Bible. "That Book was to the Puritans what it had never been before to any class or communion of Christians, and what it has not been since the close of the Puritan Age...."[1] It was thought to be "one chiefe piect of ye ould deluder, Satan, to keep men from the knowledge of ye Scriptures...."[2] Schools open to all were taught in order that all might learn to read the Bible and be saved.

Village life in New England made common schools possible and practicable; large plantations in the South made them difficult if not impossible.

Not having come under the influence of the Calvinistic Protestant countries of western Europe, and having no complaint to find with the English system, the South might have been expected to adopt as its educational ideal the so-called public schools of England, which were of the academy type,[3] where tuition was charged.

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[1]George E. Ellis, The Puritan Age and Rule in the Colony of the Massachusetts Bay, 1629-1685, p.125. Boston: Houghton, Mifflin and Co., 1888.

[2]Records of the Governor and Company of the Massachusetts Bay in New England, p. 203. Edited by Nathanial B. Shurtleff, Vol. II. 1642-1649. Boston: William White, 1853.

[3]F. Weld, An exact and true account, of the number, names, founders and the years of foundation, of all the Public Schools of England, p. 1. London: George Croom, 1687.

Education in the South descended from the top downward. A review of the laws enacted in the several states shows that there first came the establishment of seminaries of higher learning, universities and academies. Little genuine interest which resulted in constructive public school laws was manifested prior to the forties and fifties.

Factors operating for tax-supported common schools.- Undoubtedly the Reconstruction period in the South gave great impetus in that region to the public common school idea. Some writers have contended that the Reconstruction gave the South its state-supported public schools, but the history of education in the lower South previous to 1860 shows that there had been a growing interest in public schools of this type. This interest expressed itself in laws, which, while they were ignored in many communities, nevertheless were directive.

The influences which brought about the gradual development of the idea of tax-supported education in the South are many. One of these undoubtedly was the influence of New England. While something of the work of Henry Barnard and Horace Mann was known in the South,[1] perhaps the greatest influence from New England came through the New Englanders, educated in New England public schools and imbued with the

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[1] Report of the Commissioner of Education, 1899-1900, p. 486. Vol. I. Washington: Government Printing Office, 1901.

doctrines of the educational leaders in New England, who came South prior to the War and entered into the economic, political, and educational life of the country. One Southern writer discussed the following influential New Englanders who came South.[1] F. A. P. Barnard, a native of Massachusetts and a graduate of Yale, was for seventeen years a professor in the University of Alabama. In 1854 he was elected Professor of mathematics and astronomy in the University of Mississippi. Two years later he was made president of that university. Mississippi College was presided over by two New Englanders, Consider Parish and Walter Hillman. In Louisiana, Alexander H. Everett, a native of Massachusetts and a graduate of Harvard, was president of Jefferson College, while D. O. Shattuck, born in Connecticut and a graduate of Wesleyan University, was president of Seminary College. In Texas, Austin College, a Presbyterian institution, had for one of its first presidents R. W. Bailey, a native of Maine and a graduate of Dartmouth College.

Strange and contradictory as it may seem, opposition to New England had its influence also in promoting higher education in the South. This was due to the fact that Northern college professors were often very frank in expressing their opinions about slavery. Southern youths attending

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[1] George F. Mellen, "Contribution of New England to the South's Culture," The South in the Building of the Nation, pp.308-311. Vol. VII. Richmond, Virginia: The Southern Historical Publication Society, 1908.

Northern universities returned home and reported statements made by these men which frequently inflamed the ardent supporters of slavery. Southern writers frequently pointed out that it was essential that the South educate her own leaders. "It may be," says one writer, "that those who send their sons to other States to pass through a college course desire them to be early inculcated with the proper sense of humility and an acknowledgement of Southern inferiority so much taught and so thoroughly impressed in many of the institutions of the North patronized by Southern youth."[1] There was opposition also to the education of Southern ministers in the North.[2] Not only was there opposition to the attendance of Southern students at Northern universities, but there was also opposition to the school books printed in the North; and the demand was sometimes made that Southern schools buy and use exclusively text books written and published in the South by Southerners.[3]

The Northwest territory, which was organized previous to the time that the state governments of Alabama, Louisiana, and Mississippi were formed, had for a short time a very limited influence upon the political and educational life of these states. One finds that the constitution of

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[1]John A. Winstron, Governor's Message to the General Assembly of the State of Alabama, Fifth Biennial Session, p.4. Montgomery: Britton and Blue, 1855.

[2]Minutes of the Thirteenth Anniversary of the Convention of the Baptist Denomination of the State of Mississippi, 1849, p.18. New Orleans: Southwestern Baptist Chronicle Office.

[3]Edwin Heriot, "Education Reform at the South," De Bow's Review, XX (January, 1856), 76.

Mississippi in 1817, under which the state came into the Union,[1] contains an article on education which is very similar to that in the ordinance of 1787 for the government of the Northwest Territory.[1] The action of the Federal Government in donating lands to educational institutions in the Northwest was sometimes cited in petitions which came from the Southwest. This influence, however, does not seem to have been of a very long duration.

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[1] Revised Code of the Laws of Mississippi at the end of 1823, p. 552. Natchez, Mississippi: Natchez Printing Co., 1824.

[2] Statutes of Mississippi Territory, 1816, p. 29. Natchez: Peter Isler, 1816.

CHAPTER III

INFLUENCE OF NORMAL SCHOOLS FOR NEGROES UPON THE ESTABLISHMENT OF TEACHER-TRAINING INSTITUTIONS FOR WHITES

Introduction.- There is sufficient evidence to lead one to believe that during the period from 1865 to 1885 the influence of normal schools for Negroes may have hastened the founding of teacher-training institutions for the whites. It is likely that the influence of the schools for Negroes was exercised indirectly. Certainly it was not openly recognized by the Southern advocates of normal schools for white teachers. Yet it is too significant to be ignored.

In order to show this influence it will be necessary (1) to investigate the promotion of negro normals by Northern benevolent associations, (2) to discover the extent of the work of the negro normal students as teachers (3) to determine the attitude assumed by the whites toward the educational plans of the Northern educators in the South, (4) to examine the situation regarding the lack of effective white schools, and (5) to note the establishment of teacher-training institutions for whites.

Negro education during the Reconstruction.- Northern benevolent organizations with teachers for Negroes followed the Northern armies in their invasion of the South. The work of the American Missionary Association is outstanding, and yet fairly typical, in this

respect. For that reason its history will be given briefly.[1] This organization was founded with the avowed purpose of promoting opposition to slavery. It began its missionary activities in 1854 by locating laborers in West Africa, Jamaica, the Sandwich Islands, Siam, Egypt, and in Canada among the colored refugees. It even extended its activities into the South, for in 1860 it had fifteen missionaries in the slave states and in Kansas. Its work in these slave states gave rise to some of the most stirring events in the history of the Association because of the bitter opposition on the part of the Southern leaders.

When the Northern army entered the South in 1861, large numbers of fugitive slaves were concentrated at Fortress Monroe in Hampton, Virginia. The Association, on the seventeenth of September, 1861, established its first day school among these unfortunates. Teachers were later sent to Norfolk, Newbern, and Roanoke Island, North Carolina, to Beaufort, Hilton Head, St. Helena, and Ladies Island, South Carolina, and to St. Louis, Missouri. Their teachers were scattered over the territory held by the Northern armies in Virginia, North Carolina, South Carolina, Florida, Louisiana, Kentucky, Tennessee, Mississippi, Arkansas, Missouri, and Kansas. When the war closed in 1865,

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[1] The Fifty-Eighth Annual Report of the American Missionary Association, pp.97-98. 287 Fourth Ave., New York: American Missionary Association, 1904.

the National Council of Congregational Churches in Boston recommended to the churches that they raise $250,000 for the work among the freedmen, and designated the American Missionary Association as the organization to carry its work forward. The Association also solicited funds in Great Britain. Its receipts from all sources ran up from $47,828 in 1861, to $253,045 in 1866, and $420,768 in 1870.

Alvord[1] reports the following benevolent educational agencies operating in the South in 1868:

> The American Missionary Association was formed September 3, 1846, at which time a number of temporary organizations preceding it and having the same object were merged into this association.....
>
> The American Freedmen's Union Commission. This commission unites in its organization the freedmen's aid societies of the country which are undenominational, with the exception of the American Missionary Association.
>
> A general desire to act for the poor of the South, without reference to color, had originated what was called the American Union Commission. It aimed largely at benefiting the ignorant white population, and commenced work with great and good effect.....
>
> The New England Branch of the Freedmen's Union Commission was organized at Boston, February 7, 1862, and was called at first the Boston Educational Commission.....
>
> New York Branch American Freedmen's Union Commission, formerly National Freedmen's Relief Association.-This association, instituted February 20, 1862, has labored with great zeal and energy.....
>
> The Pennsylvania Branch of the American Freedmen's Union Commission, at first called the Port Royal Relief Committee, and afterward known as the Pennsylvania Freedmen's Relief Association, was organized March, 1862.....
>
> The Baltimore Association for the Moral and Educational Improvement of the Colored People commenced its work in 1864, and during the last year its receipts have been $58,608.50, of which $20,000 were from the mayor and city

---

[1] J. W. Alvord, Sixth Semi-Annual Report on Schools for Freedmen, July 1, 1868, pp.68-74. Bureau of Refugees, Freedmen and Abandoned Lands. Washington: Government Printing Office, 1868.

council of Baltimore, and $23,371.14 from the colored people of the State.....

The Northwestern Branch American Freedmen's Union Commission, formerly Freedmen's Aid Commission, was organized in the summer of 1864. For two years this association employed and supported among the freedmen over 50 teachers.

In May, 1866, this association merged itself into the American Freedmen's Union Commission, and since that time has been known as the Northwestern Branch of that central commission.....

Michigan Branch of the Freedmen's Union Commission. - This society was organized soon after the war began.....

The Western Freedmen's Aid Commission, co-operating with the American Missionary Association, was organized in the winter of 1862.....

National Freedmen's Relief Association of the District of Columbia. - The association was organized April 9, 1862, and was among the first of the kind in the country.....

The Soldiers' Memorial Society of Boston, Massachusetts, is a continuation of the New England branch of the Sanitary Commission, and commenced with the close of the war.

At several prominent centres it has supported refugees' schools, employing in them some 75 teachers, and conducting its work with special reference to bringing the authorities to establish a system of public schools.....

O. S. General Assembly Presbyterian Church.- This body operates through a standing committee, who made their first report in May, 1866.....

Freedmen's Aid Society of the Methodist Episcopal Church.- This society was organized in August, 1866, and entered at once upon the educational work among the freedmen.....

Baptist Home Missionary Society.- This society has, since the war closed, sustained schools for the education of colored children, so far as special provision for their support has been made.....

Home Missionary Society of the Free-Will Baptist Church.- The work of this society has been conducted by two branches, east and west.

In the east it is confined mainly to the Shenandoah Valley.....

New England Yearly Meeting of Friends.- This society, through a select committee, has labored with great success for the last four years, mainly in the city of Washington.....

The Pennsylvania Friends' Freedmen's Relief Association of Philadelphia, was organized on the 11th day of November, 1863; its object being "to relieve the wants,

provide for the instruction, and protect the rights of the freedmen."....

Organizations among the colored people..... In this connection the efforts of the African Civilization Society, and the African Methodist Episcopal Church, are worthy of special mention.....

The Missionary Society of the African Methodist Episcopal Church has sustained, for the past four years, 74 missions among the freedmen; and in co-operation with other educational organizations working in the south, has supported 60 schools.....

A view will be taken of the normal school work of several of these benevolent organizations among the Negroes of the South at different periods. The summary statement of the annual report of the American Missionary Association for 1872 showed that there were five normal schools in Alabama with twenty-three teachers and 1710 students; in Mississippi there was one school with ten teachers and 376 pupils; while in Texas there were two schools, one with four teachers and 183 pupils, the other with three teachers, the number of pupils not being reported.[1] The report for 1879 reveals the fact that there were twelve high schools and normal schools combined in the South with a student enrollment of 2,022.[2] The Chicago Tribune for October 30, 1899, reporting the forty-third annual meeting of the Association in Chicago, stated that

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[1] The Twenty-sixth Annual Report of the American Missionary Association, p.80. 59 Reade St., New York: American Missionary Association, 1872.

[2] The Thirty-third Annual Report of the American Missionary Association, p.13. 59 Reade St., New York: American Missionary Association, 1879.

the Association was then maintaining eighteen normal schools in the South.[1] This number had been increased to twenty by 1890.[2]

It will be profitable to view the work of another organization in detail in order to appreciate the extent to which northern organizations entered into the work of educating the Negroes and preparing members of that race as teachers. The Freedmen's Aid Society of the Methodist Episcopal Church was organized in 1866 for the relief and education of the freedmen. The first order for the appointment of teachers, seventy-five in number, was made October 6, 1866.[3] In 1871 the Society operated thirty-five schools which employed seventy-five teachers, ten colleges and four Biblical schools. The value of school property owned by the organization was $175,000, against which there was an indebtedness of only about $6,000.[4] The Journal of the General Conference of the Methodist Episcopal Church held in 1876 showed that since the previous general conference, a period of three school

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[1] The Chicago Tribune, Vol. XLIX. Wednesday, October 30, 1889.

[2] The Forty-fourth Annual Report of the American Missionary Association, p.21. Bible House, New York: American Missionary Association, 1890.

[3] Journal of the General Conference of the Methodist Episcopal Church, pp.614-620. New York: Nelson and Phillips, 1876.

[4] "Educational Intelligence," editorial, The American Educational Monthly, IX (June, 1872), 292.

years, the receipts for expenditure among the Negroes in the South for the support of schools and teachers had been $115,799.56. During the same period over fifty thousand dollars was spent for real estate, and endowments were secured amounting to $17,370. All the higher institutions established were normal schools or contained normal school departments. Of these Alabama had one, Louisiana two, Mississippi one, and Texas one.[1]

It is difficult to estimate the exact amount expended by Northern benevolent organizations for the promotion of education for Negroes in the South. Atticus G. Haygood, general agent of the Slater Fund,[2] stated that in 1889 the American Missionary Association had spent $6,000,000; the Freedmen's Aid Society of the Methodist Church, $2,225,000; the Baptist Home Mission, $2,000,000, and the Presbyterian Home Mission, $1,542,746. For the aid of normals and common schools for Negroes, Alabama received from Northern benevolent associations $3,404,293,24, Louisiana, $2,150,000, Mississippi, $7,136,800, and Texas, $4,064,259.[3] Speaking of the higher educational institutions for Negroes in the South, Haygood

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[1] Journal of General Conference, Methodist Episcopal Church, pp.614-20. New York: Nelson and Phillips, 1876.

[2] Report of Commissioner of Education, 1884-85, p. lxxv. Washington: Government Printing Office, 1886.

[3] Atticus G. Haygood, "The South and the School Problem," Harper's Magazine, LXXIX (July, 1889), 231.

said:

> Counting all the higher schools, whether called universities, colleges, institutes, or seminaries, there are about one hundred and fifty able to prepare men and women to teach in the common schools, some of them fitted to do thorough college work. In these institutions I have met many times men and women....graduates of the foremost schools in America - Harvard, Yale, Princeton, Colby University, the University of Boston, the University of Michigan, Oberlin, Wellesley, Vassar, Mount Holyoke, and the best of them all.[1]

Another writer discussing these normal schools says: "Yet the fact remains....that chiefly through the Northern missionary associations has the conception of normal schools, of the systematic and scientific preparation of teachers for their distinctive work, been brought within the knowledge and experience of the colored people."[2]

The following significant sentence is quoted from a paper presented at the National Educational Association meeting in 1898 by Miss Marion Brown, principal of Normal School, New Orleans, Louisiana: "Experience with imported teachers, who frequently were undesirable, both as teachers and individuals while inclined 'to point the finger of scorn' at everything south of the Ohio, added to the need of the young people of the South for employment, fostered

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[1] Atticus G. Haygood, "The South and the School Problem," Harper's Magazine, LXXIX (July, 1889), 231.

[2] Albert Salisbury, "Normal-school Work Among the Colored People," Journal of the Proceedings of the National Educational Association, p.596. Topeka: Kansas Publishing Co., 1889.

the desire to establish normal schools."[1]

Influence of the colored normals upon negro education.- How did the colored race respond to the attempts of the northern benevolent organizations to educate them? Previous to the Civil War, laws were passed preventing the teaching of slaves to read. The Alabama law of 1832 is typical.[2] From the southern standpoint this restriction upon the education of Negroes was perhaps justifiable. The freedmen, however, felt that the primary thing necessary for their economic, social, and political elevation was education. Therefore, they turned to schools with alacrity. Not only did the children flock to schools, but many adults attended.[3]

> History never recorded....scenes of greater joy than were witnessed in many of the cities of the South, as our teachers, following closely upon the steps of victorious armies, gave additional assurance to the people of their freedom, and promised them education and the open word of God. The outbursts of their gladness, the crowding of the schools, and the persistent eagerness in learning to read, can never be effaced from the memories of those who witnessed them.[4]

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[1]Miss Marion Brown, "The Southern State Normal Schools," Journal of the Proceedings of the National Educational Association, p.733. Chicago: University of Chicago Press, 1898.

[2]C. C. Clay, Digest of the Laws of the State of Alabama, p.543. Tuskaloosa: Marmaduke J. Slade, 1843.

[3]Testimony taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, Alabama, p.306. Vol. I, Report No. 41, pt. 2, 42nd Congress, 2nd Session, Washington: Government Printing Office, 1872.

[4]The Nineteenth Annual Report of the American Missionary Association, p. 15. 61 John Street, New York: American Missionary Association, 1865.

The Freedmen's Bureau reported in 1867 that the students in the schools of the benevolent societies found ready employment as teachers in the rural districts.[1]

The executive secretary of the American Missionary Association reported in 1875 that he estimated there were 60,000 pupils taught the previous year by the former pupils of the schools of the Association, and that he expected the number constantly to increase.[2]

Attitude taken by whites toward negro education.- While the Negroes received the proffered educational aid of the North with a readiness that indicated an appreciation of such efforts, in general the Southern whites seemed to oppose the taking of such measures for the former slaves.[3] When Major General Carl Schurz visited the South as a representative of President Grant in order to report to him the conditions found there, he stated that the Southern whites were evasive in their answers concerning their attitude toward education. Most of them expressed a

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[1] J. W. Alvord, Third Semi-Annual Report on Schools for Freedmen, January 1, 1867, p.3. Bureau of Refugees, Freedmen and Abandoned Lands. Washington: Government Printing Office, 1868.

[2] Twenty-ninth Annual Report of the American Missionary Association, p.16. 56 Reade Street, New York: American Missionary Association, 1875.

[3] Testimony taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, Alabama, p.820. Vol. II, Report No. 41, pt. 8, 42d Congress, 2nd Session, Washington: Government Printing Office, 1872.

willingness to cooperate and to extend their influence for the establishment of schools either on their own estates or by the people of the neighborhoods in which they lived. However, Schurz pointed out that whenever a direct question was asked as to whether or not it was hoped that the legislature of their states, or their county authorities would make provisions for negro education, he never received an affirmative answer, and only in two or three instances were the answers feebly encouraging. He was forced to the conclusion that popular prejudice was almost as bitterly set against the Negro having the advantage of an education as it was when the Negro was a slave.[1] The same opinion regarding the desire on the part of the Southern whites to have the Negroes taught by men whose principles were similar to their own is found also in the report of the Congressional Committee investigating conditions in the South in 1871.[2]

The Southern opposition seems to have been centered in the Ku Klux Klan. President U. S. Grant, in a message to Congress, stated that the Ku Klux Klan was

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[1]Carl Schurz, The Condition of the South, Addressed to the President, p.13. Washington: Government Printing Office, 1866.

[2]Testimony taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, Alabama, p.1329. Vol. II. Report No. 41, pt. 8, 42d Congress, 2nd Session. Washington: Government Printing Office, 1872.

guilty of numerous crimes, prominent among which was an attempt "to suppress schools in which colored children were taught."[1] Another executive document dated April 6, 1872, stated that the United States Attorney for the Western district of Texas had been informed by the Texas State School Superintendent that about twenty colored school houses had been burned by incendiaries during the last eighteen months.[2] A reading of Congressional Report No. 41, previously referred to in this chapter, reveals the fact that in practically every case where witnesses were asked the question as to whether or not school houses had been burned or the teachers of colored schools molested, they testified that they had either seen evidences of such crimes or had heard that they had been perpetrated. The opposition was shown by the report to have been in various forms: first, the Ku Klux Klan headquarters issued orders to destroy negro school houses and drive out teachers of negro schools; second, the members of the Klan obeyed these commands;[3] third, the position was taken by leading citizens

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[1] U.S. Grant, "Condition of Affairs in the Southern States," Executive Document 268, 42d Congress, 2d Session, 1872, p.2. Washington: Government Printing Office, 1873.

[2] Ibid., Exhibit K, p.48.

[3] Testimony taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, Alabama, p.1150. Vol. II, Report No. 41, pt. 8, 42d Congress, 2nd Session, Washington: Government Printing Office, 1872.

"that people ought not to be taxed to educate negroes;"[1] and fourth, the idea was commonly expressed "that the negroes are not susceptible of being educated."[2]

Opposition to the negro schools seems to have been centered in the rural communities among the non-slave-holding class. This class in Southern society looked upon the Negro as a dangerous rival in many ways.[3] Alvord, Inspector of Schools of the Freedmen's Bureau, stated in a report to the War Department: "We cannot conceal the fact that multitudes, usually of the lower and baser classes, still openly oppose our schools. They will not consent that the Negro shall be elevated. He must, as they conceive, always remain of a caste, in all essential respects, beneath themselves. They have been taught to believe this, and belief now is strengthened by both prejudice and fashion."[4]

During the Reconstruction, in Louisiana, mixed schools were established in every division in the state.

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[1] Ibid., 1166.

[2] Ibid., Vol. 3, p.1548.

[3] A. D. Mayo, The Third Estate of the South, p.308. Reprinted from the New England Magazine of Boston, Issue of November, 1890. Boston: G. H. Ellis, 1890.

[4] J. W. Alvord, Second Semi-annual Report on Schools and Finances of Freedmen, July 1, 1866, p.2. Bureau of Refugees, Freedmen, and Abandoned Lands. Washington: Government Printing Office, 1868.

In the first division, 1,510 white and 4,690 colored children attended the public schools. "This disproportion arises from the fact that the poor whites will not apply for the admission of their children into schools attended by colored children; the few white children found in the schools of this division are universally children of intelligent parents."[1] A visitor to Louisiana in 1873 discovered that there were but few actual mixed schools in the state. "To the 'You must! ' of law, the white man has replied, 'I will not! ' and the mingling of color has not been insisted upon very severely."[2] Where the economic competition between the whites and the Negroes did not exist except in a very limited way, there seems to have been very little opposition to their education. Former slave-holders were extremely liberal about the matter of educating their former slaves. As a general thing they did not oppose the education of the Negro.[3] In the case of the non-slave-holding class, there is no question as to what their position was. It will be noted

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[1] Report of the Commissioner of Education for the year 1872, p.134. Washington: Government Printing Office, 1875.

[2] Edward King, "Old and New Louisiana," Scribner's Monthly, VII (November, 1873), 27.

[3] Testimony taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, Alabama, p.426. Vol. I, Report No. 41, pt. 8, 42d Congress, 2nd Session, Washington: Government Printing Office, 1872.

later that it was primarily for the benefit of the rural whites that normal schools were established by the states.

In some cases the Northern educators were over zealous for their schools and pupils. The American Missionary Association planned to have the institutions of higher learning which they were establishing in the South eventually used by both races. The following sentence is taken from one of their annual reports: "Used at first by the colored race they will, doubtless, after a time, like Dartmouth, founded for the Indians, be the resort for the aspiring youth of the whole people."[1] But they also hoped to qualify negro teachers to teach the whites. The following significant statement is taken from another report of the American Missionary Association:

> In the anxiety of the 'freed people,' and their children to learn to read, and to secure general education, we see great encouragement; and from their big desire and aptitude to convey to others the knowledge they secure, we cannot doubt that some will yet be found useful, not only in teaching their own people, but many of the Southern white people, who, by virtue of the policy of most of the slave States, are now unprovided with common schools.[2]

While the Northerners may have seen such a possibility in the superior teachers whom they were training, the

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[1] The Thirty-ninth Annual Report of the American Missionary Association, p.27. New York: American Missionary Association Office, 1885.

[2] The Sixteenth Annual Report of the American Missionary Association, p.47. New York: American Missionary Association Office, 1862.

Southerners refused to recognize such conditions but took steps to improve their own teaching forces. "The truth of this has been strikingly shown in the marked improvement of white teachers in the South. Twenty years ago (1881) they were not as good as the negro teachers."[1]

There is additional evidence that the South did not propose to have the Negroes surpass the whites as the Northern educators in the South planned. "A very frequent argument in the South to induce the whites to better themselves is to point out the shameful consequences of allowing Negroes to surpass them in any respect."[2] Whether or not this competition was as real as some authorities thought, it is impossible to say. In 1869, E. W. Mason, Superintendent of Education, Louisiana, reported to the Freedmen's Bureau, "Careful comparison convinces me that a greater number of colored than of white people in this State can read and write."[3] Later census reports indicate that this was greatly exaggerated,

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[1] "The Negro Common School," p.117. Atlanta University Publications No. 6. Edited by W. E. Burghardt DeBois and Augustus Granville Dill. Atlanta: Atlanta University Press, 1901.

[2] The Common School and the Negro American, p.117. The Atlanta University Publications No. 16. Edited by W. E. Burghardt DeBois and Augustus Granville Dill. Atlanta: The Atlanta University Press, 1911.

[3] J. W. Alvord, Eighth Semi-Annual Report on Schools for Freedmen, July 1, 1869, p.48. Bureau Refugees, Freedmen, and Abandoned Lands. Washington: Government Printing Office, 1869.

but it is worthy of consideration due to the fact that it shows something of the enthusiasm of the advocates of negro education. In Alabama, the State Superintendent of Education, C. W. Buckley, reported that General Pope found marvelous progress had been made in the education of the Negroes, which, "If continued, (and if continued it must be by the same agencies), and the masses of the whites exhibit the same indisposition to be educated that they now do, five years will have transferred intelligence and education, so far as the masses are concerned, to the colored people of this district."[1] The Southern whites could not be expected to permit such a state of affairs. In 1870 Alvord made the following report: "We call attention to the fact that the benefits of this education do not stop with the colored man. His white neighbors recognize its advantages and seek a similar culture for themselves. In every state South, the whole school system has been quickened to a new life...."[2]

The situation regarding rural white schools.- The school situation among the whites in the rural districts during this period is too well-known to need extensive

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[1] J. W. Alvord, Fourth Semi-Annual Report on Schools for Freedmen, July 1, 1867, p.32. Bureau Refugees, Freedmen, and Abandoned Lands. Washington: Government Printing Office, 1868.

[2] Ibid., Ninth Report, 1870, p.4.

treatment. The census of 1880 shows an illiteracy among the whites in Alabama of 24.7 per cent, in Louisiana of 18.4 per cent, in Mississippi of 16.3 per cent, and in Texas of 15.3 per cent.[1] Before the war there was no adequate system of public education in the Gulf States;[2] after the war there were a few schools in the rural districts, but they "were often so poor that the parents might be excused for keeping their children at home."[3]

The establishment of normals for white teachers.- The first state normal school for white students in Alabama was established in 1872.[4] The United States census report of 1870 showed Alabama to have had at that time fourteen private normal schools.[5] Although the tables do not designate the race for which the schools were established, previous data indicate that these independent schools were

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[1] "Population," Statistics of the Population of the United States at the Tenth Census, June 1, 1880, p.920. Washington: Government Printing Office, 1883.

[2] Report of the Commissioner of Education, 1903, p.548. Vol. I. Washington: Government Printing Office, 1904.

[3] Ibid., 538.

[4] U. S. Bureau of Education, Bulletin 1915 No. 12, p.156. Stephen B. Weeks, Washington: Government Printing Office, 1915.

[5] Report of the Commissioner of Education, 1872, p.979. Washington: Government Printing Office, 1873.

probably all for colored persons.

The second normal school for whites established in the Gulf States was opened in Texas in 1879.[1] At that time the state had three private normal schools.[2] The statistics do not indicate the race except in the case of the Colored Tillotson Collegiate and Normal Institute at Austin.

The Mississippi Industrial Institute and College first opened October 22, 1885.[3] This was the first state-supported higher institution for whites that seriously offered normal training. In 1883-84 the Commissioner of Education reported five normals for colored in operation in the state, but no teacher-training institution for whites.[4]

Louisiana established the Louisiana State Normal College in 1884.[5] The report of the United States Commissioner of Education showed that there were at that time three private normal schools for colored persons.[6]

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[1] Third Biennial Report of the State Board of Education, p. 12. Austin: E. W. Swindells, 1883.

[2] Report of the Commissioner of Education, 1879, p.366. Washington: Government Printing Office, 1880.

[3] Report of the Commissioner of Education, 1884-85, p.157. Washington: Government Printing Office, 1886.

[4] Report of the Commissioner of Education, 1883-84, pp.390,401. Washington: Government Printing Office, 1885.

[5] Acts of the General Assembly of Louisiana, 1884, pp.60-61. Baton Rouge: Leon Jastremski, 1884.

[6] Report of the Commissioner of Education, 1883-84, pp.390,401. Washington: Government Printing Office, 1885.

CHAPTER IV

THE MOVEMENT FOR NORMAL SCHOOLS IN THE GULF STATES

Agitation for Trained Teachers

When studying the establishment of the present system of teacher-training institutions in the Gulf States, one is confronted with the problem of determining the immediate sources out of which the normal school idea evolved. Educational and political literature of the period preceding the Civil War reveals the fact that there was considerable agitation for teacher-training institutions at that time. Prior to 1860 there were no state normal schools in the Gulf States. As a matter of fact there were very few in operation in the United States at that time. California, Connecticut, Illinois, Iowa, Kansas, Maine, Maryland, Michigan, Minnesota, Missouri, New Jersey, Rhode Island, South Carolina, and Wisconsin had one each; New York had two; Ohio three; Pennsylvania four, and Massachusetts five.[1]

As early as 1838 there was an advocate of trained teachers in the Congress of the Republic of Texas. In a bill introduced December 4, 1838, to encourage education and grant four leagues of land to each county for its support, Mr. Cullen from the committee on education made the following statement:

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[1] Statistics of the United States, 1860, p.510. Washington: Government Printing Office, 1866.

But to secure such teachers the teaching profession must take a more elevated stand in public estimation. Its importance to the whole community must be more generally felt and acknowledged. This will require a corresponding elevation of the standard of professional qualifications in the instructors of youth, such an elevation as will demand a degree of native talent, and a severity and extent of mental discipline and professional training on the part of the youth by no means inferior to that required by any of the learned professions.[1]

In an address on education delivered before the Educational Convention of Texas in the city of Houston, January, 1846, Chauncey Richardson, President of Rutersville College, stated that it would be necessary for Texas to prepare her teachers in her own institutions because they would never come from other states in sufficient numbers to supply the demand.[2]

Mississippi had an advocate of teacher-training institutions in Governor A. G. Brown who, in 1848, urged the legislature to establish a normal school for both sexes where professional training in the art of teaching would be offered.[3]

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[1] A Source Book Relating the History of the University of Texas, pp.10-11. Compiled by H. Y. Benedict. University of Texas Bulletin No. 1757. Austin, Texas: University of Texas, 1917.

[2] Education in Texas Source Materials, pp.198-199. Compiled by Frederick Eby. University of Texas Bulletin No. 1824. Education Series No. 1. Austin, Texas: University of Texas, 1918.

[3] A. G. Brown, "Governor's Message," quoted by Edward Mayes, History of Education in Mississippi, p.280. Bureau of Education No. 2. Washington: Government Printing Office, 1899.

It appears that the agitation for a normal school in Louisiana had reached the stage in 1855 where it was necessary for the governor to point out his objections to such a law in his annual message to the legislature of that year. Such an institution, he thought, would only cause useless expense, and he considered the high schools of New Orleans great nurseries already established and prepared to furnish competent teachers to the state as soon as judicious reform should lend dignity to their labors and profit for their services.[1]

In 1858 a university bill was considered by the legislature of Texas. One of the opponents of this bill to establish a state university proposed as a substitute a state normal school "where the rudiments, elementary principles, and more advanced sciences can be taught at State cost to young men and young ladies who design to make a profession of teaching and who will ultimately make a university of every district school, minus the majestic columns and elevated dome."[2]

The Louisiana legislature in 1858 established a normal training department in the girls' high school of New Orleans for the maintenance of which the state appropriated $50 per pupil and gave the city $10,000 for

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[1] "Education in Louisiana," editorial, De Bow's Review, XVIII (March, 1855), 422.

[2] Benedict, op.cit., p.162.

buildings. State support was discontinued about 1862.[1]

From these data it is seen very clearly that while no state normal schools were established in the Gulf States prior to 1860 there was, nevertheless, a movement of considerable force in existence which would have eventually brought about the establishment of such state institutions. It is likely, then, that the Civil War postponed the establishment of such institutions. The Reconstruction period may have hastened in the case of Alabama the opening of such institutions, and the work of the Peabody Fund and the possible influence of the normal schools for Negroes may have been factors; but undoubtedly the primary reason for the establishment of normal schools was the fact that it was a part of the evolution of the public school system in the Gulf States begun before the Civil War.

The system of public education established by the Reconstruction regimes in the various Gulf States required a large corps of teachers. It was necessary, therefore, if this system were to be maintained, to establish institutions which would supply the demand of the state for trained teachers. At once the opponents of state-supported teacher-training institutions were forced

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[1]T. H. Harris, The Story of Public Education in Louisiana, p.15. New Orleans: Delgado Trades School, 1934.

not only to define their position but to become aggressive in order to prevent the establishment of the normals. It was maintained by some that "however beneficial it might prove, the people are unable at present to educate their children much less to educate their teachers." And again, "that teaching is a business like all other kinds of business and a teacher's education is his stock in trade or profession, and it would be an unjust discrimination for the State to favor one profession more than another." Others pointed out that "it required fifty years to develop the system in some of the older States and we must therefore commence where they began and gradually introduce and develop the system." Many said that "a teacher who can teach readin, ritin, and rithmetic will do for the present. Any higher standard would cost too much and render the system unpopular."[1]

Following the Civil War there was an influx of teachers from the North into the South, but the feeling early prevailed that this source of supply could not be depended upon for any considerable length of time and that a proper pride of the state, as well as a wise regard for the interest of the system of education, made the estab-

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[1] Annual Report of the Superintendent of Public Education of the State of Mississippi for the year ending December 31, 1872, pp.37-38. Jackson, Mississippi: Kimball, Raymond and Co., 1873.

lishment of normal schools a necessity.[1] In 1872, J. C. DeGress, Texas State Superintendent of Education, stated:

> Another need seriously felt by the department is the training or normal schools for teachers. * * * We have much crude material in this State; teachers whose ideas of school government and the needs of pupils are fifty years behind the age, and who are prone to try experiments to the serious retarding of the scholars, oftentimes to their injury.[2]

In 1874 Richard Coke, Governor of Texas, in his message to the Texas legislature, asserted that "the greatest and most pressing want which more than any other impedes the successful operation of the Texas free school system is a sufficient number of educated and trained teachers."[3]

The various state laws which required competitive examinations for the basis of the issuance of teachers' certificates were found to be insufficient as a guaranty that the teachers would be properly qualified. There is evidence that the demand for rural teachers

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[1] Annual Report of the State Superintendent of Public Education for the year 1870, to the General Assembly of Louisiana, January, 1871, p.36. New Orleans: A. L. Lee, State Printer, 1871.

[2] Report of the Committee on Educational Progress Within the State during the scholastic years 1904-05, and 1905-06, p.34. Texas State Teachers' Association. Published by the Association, 1906.

[3] Richard Coke, "Governor's Message, 1874," Collections of the Archive and History Department of the Texas State Library, Governors' Messages, (Coke to Ross inclusive, 1874-1891), p.21. Austin, Texas: Texas State Library, 1916.

caused examiners to be proportionately lax.[1] Another argument presented for the establishment of normal schools was the fact that they could be maintained primarily to train rural school teachers.[2]

There is considerable evidence that the establishment of the normal schools in the Gulf States followed agitation which came from various sources. The idea was gaining considerable support when the Civil War intervened, but was vigorously renewed during the Reconstruction, culminating in the establishment of a number of normals between 1870 and 1890.

Work of Related Teacher-training Agencies

Finding a lack of sufficient finances to conduct an extensive program of teacher-training in the South following the Civil War, the educators directed their attention to the establishment of teachers' institutes and private normals.

Teachers' institutes were found to be "indispensible as a means of imparting to the great body of rural teachers some knowledge of approved methods of instruction

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[1] Annual Report of the State Superintendent of Public Education to the General Assembly of Louisiana for the year 1875, p.77. New Orleans: Republican Office, 1876.

[2] "Report of the Committee of Five, Mississippi State Teachers' Association," Southern Education, I (July 10, 1903), 278.

and of school organization."[1] The institute was a meeting of all the teachers of a district in some central location where, for a short period of time, a study was made of educational methods. At first attendance was voluntary; later it was compulsory.[2] The first institute in the United States was held in Hartford, Connecticut, the same year with the establishment of the two oldest normal schools in America.[3] As early as 1847 New York made legislative appropriations for teachers' institutes.[4] The movement spread over America, but it was not until in 1881 that the State Board of Education of Indiana prepared the first definite program of institute work.[5]

The private normals were schools which aimed to prepare the student to pass the examination given by the state to secure a certificate to teach. They were business enterprises conducted on business principles, and

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[1]Report of the Commissioner of Education for the Year 1882-83, page c. Washington: Government Printing Office, 1884.

[2]Report of the Commissioner of Education for the Year 1886-87, pp.402-03. Washington: Government Printing Office, 1888.

[3]Ibid., 402.

[4]Laws of the State of New York, Second Meeting, Seventh Session, 1847, p.459. Vol. II. Albany; Charles Van Benthuysen, 1847.

[5]Report of the Commissioner of Education for the Year 1887-88,p.383. Washington: Government Printing Office, 1889.

supported by tuition fees charged the students.[1] A consideration of the private normals is important because they frequently were fore-runners of the state normal schools. In Texas the State Teachers College at Denton and the one at Commerce were the outgrowth of private normals, the state in each case making use of the grounds and buildings of the private normal schools.

Teachers' institutes in the Gulf States.- In Alabama a law of 1871 made provision for the annual holding of county conventions of teachers and in 1872 such meetings were held in nearly all the counties of the state.[2] The State Superintendent of Education in Alabama reported in 1872:

> The Board of Education should designate certain central points and convenient times at which several counties may unite in institutes, and that a competent teacher, trained in a normal school, be employed to give instruction to the teachers on such occasions. I am satisfied that in this way our teachers of public schools would become far more efficient at a very small cost to the State.[3]

In 1879 the boards of education of the respective counties in Alabama were required to maintain

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[1] Report of the Commissioner of Education for the Year 1898-99, p.2465. Washington: Government Printing Office, 1900.

[2] Report of the Commissioner of Education for the Year 1880, pp.8-9. Washington: Government Printing Office, 1882.

[3] Report of the Commissioner of Education for the Year 1872, p.4. Washington: Government Printing Office, 1873.

teachers' institutes.[1] The state superintendent reported in 1881-82 that there were 122 teachers' institutes held in different parts of the state that year.[2]

An examination of the reports of the Commissioner of Education discloses the fact that teachers' institutes were not required by law to be held in Texas prior to 1880, but that in San Antonio teachers' meetings were held nearly every Saturday in which instruction was given, with gratifying results, in the theory and practice of teaching.[3] The Texas public free school law of 1884 provided that each county judge should organize and hold institutes in his county.[4] The teachers responded to the holding of these institutes in a way which was entirely satisfactory to the state school officials.[5] The graduates of the Sam Houston State

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[1] Acts of the General Assembly of Alabama, 1878-79, pp.134-35. Montgomery: Barrett and Brown, 1879.

[2] Report of the Commissioner of Education for the Year 1882-83, p.7. Washington: Government Printing Office, 1884.

[3] Report of the Commissioner of Education for the Year 1880, p.313. Washington: Government Printing Office, 1881.

[4] H. P. N. Gammel, Laws of the State of Texas, (Special Session), 1884, p.46. Austin, Texas: Gammel Book Co., 1898.

[5] Frederick Eby, Education in Texas Source Materials, p.765. University of Texas Bulletin No. 1824, Education Series No. 1. Austin: University of Texas, 1918.

Normal Institute were very active in county institute work and in summer normal school work, and in every effort to improve the teachers and schools in Texas.[1]

By an act of 1870 Louisiana made provision for the holding of teachers' institutes;[2] four were held in the year 1871 which were said to have been not only of benefit to teachers but to have increased the interest in educational matters in every place where they existed.[3] The state report made in 1876 to the Commissioner of Education stated that five institutes had been organized, four of which had become permanently established.[4] In 1884 the statute provided that in addition to their regular work, the faculty members of the state normal school at Natchitoches should be required to hold at least three institutes every year of not less than two weeks each at different points in the state.[5] In 1910 the

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[1] Biennial Report, State Superintendent of Public Instruction, p.19. Austin: Ben C. Jones & Co., State Printers, 1895.

[2] "Laws of Louisiana, (Extra Session), 1870," Quoted in John Ray, Digest of the Statutes of the State of Louisiana, p.523. Vol. I. New Orleans: Republican Office, 1870.

[3] Report of the Commissioner of Education for the Year 1880, p.120. Washington: Government Printing Office, 1881.

[4] Report of the Commissioner of Education for the Year 1875, p.154. Washington: Government Printing Office, 1876.

[5] Laws of Louisiana, 1884, p.61. Baton Rouge: Leon Jastremski, 1884.

State of Louisiana passed an act relating to the free public schools of Louisiana. Section I of this act provided that the State Superintendent of Public Education, the President of the Louisiana State University and Agricultural and Mechanical College, the President of the Louisiana State Normal, the President of the Louisiana Industrial Institute, the President of the Louisiana South West Industrial Institute, and the Superintendent of Public Education of the parish of Orleans should be a Board of State Institute Managers and should select an experienced institute conductor who should have general charge of the institutes. The institute conductor was to act as secretary of the Board.[1]

Mississippi promoted teachers' institutes through the school law passed July 4, 1870.[2] This law required that a teachers' institute of at least two weeks duration should be held annually in each of the six congressional districts of the state, under the control of the state superintendent, aided by an experienced educator and an assistant. All teachers who attended the institute were to have their salaries paid

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[1] Acts passed by the General Assembly of the State of Louisiana, (Regular Session), 1910, p.369. Baton Rouge: The New Advocate, Official Journal, 1910.

[2] Laws of Mississippi, (Regular Session), 1870, p.17. Jackson: Kimball, Raymond & Co., 1870.

during that time. The Superintendent of Public Instruction recommended in 1873 that the legislature establish county institutes instead of congressional district institutes.[1] No mention is made in the state report to the Commissioner of Education for 1877 of such institutes having been held.[2] In 1892 the law required an annual county institute of five days each for both races in every county.[3] Special training was offered at the State University for institute conductors.[4] State Superintendent J. R. Preston made the following report to the Peabody Trustees:

> The summer of 1894 has been one continued season of educational work in Mississippi. In 1893, we held two Peabody Institutes for each race, with an attendance of 912. In 1894, the Legislature was induced by your able address to appropriate $1,500 to supplement the Peabody Fund, and the towns contributed $600 besides, and we were enabled thereby to hold five Summer Normals, of four weeks each, for the whites, and four, of five weeks each, for the colored teachers. The attendance was 1,284 whites, and 635 colored: a total of 1,919, -- more than double that of 1893. The Normal at the University was designed for teachers of our town graded schools.[5]

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[1] Annual Report of the Superintendent of Public Education of the State of Mississippi, 1872, p.40. Jackson: Kimball, Raymond & Co., 1873.

[2] Report of the Commissioner of Education for the Year 1877, p.140. Washington: Government Printing Office, 1879.

[3] R. H. Thompson, George G. Dillard, and R. B. Campbell, Annotated Code of Mississippi, 1892, p.896. Nashville: Marshall and Bruce, 1892.

[4] Biennial Report of Department of Public Education to the Legislature of Mississippi, 1893-94 and 1894-95, p.34. Jackson: Clarion Ledger, 1895.

[5] "Thirty-second meeting of the Trustees, New York, October 4, 1894," Proceedings of the Peabody Trustees, pp.89-90. Vol. V. Boston: John Wilson and Son, 1900.

The system of teachers' institutes in Mississippi[1] was slightly different from that in most of the other states. The highest institute was termed the Conductors' Training School; the second, the Peabody Summer Normals; and the third, which was held by conductors from the training school, was the County Institute held in all the counties of the state. The Conductors' Training School was composed of thirty-six men appointed by the state superintendent. They were instructed at the State University for two weeks. The length of the Peabody State Normal Schools was four weeks. The most prominent of these was the one held at the State University, the attendance of which was usually about 200. The total enrollment at all the institutes in 1897 was estimated to be about 8,000 or 80% of the teaching force of the state.[2]

Private normal schools in the Gulf States.- The work of the private normal schools makes it difficult to classify them properly. The conception of what ought to be taught in the way of professional courses was not always clear in the minds of advocates of training for teachers in the period immediately following the Civil War, and it is discovered that the administrators of these schools in the South found particular difficulty in offering a standard grade of work in their field. Perhaps one difficulty came

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[1] "Thirty-sixth meeting of the Trustees, New York, October 6, 1897," Proceedings of the Peabody Trustees, pp.278-79. Vol. V. Boston: John Wilson and Son, 1900.

[2] Ibid.

from the fact that the state laws on certification made no attempt to prescribe what should be done in the way of courses in methods of teaching. Probably for this reason some of the private normal schools were little more than the ordinary common school of the elementary grade. Sometimes their courses corresponded to high school work and sometimes it was a union of the two. The special, or teachers' training course, often consisted of a brief series of lectures on methods of instruction, or an extended course in theory and art of teaching, including practice in a model school.[1] The report of the Commissioner of Education for 1885-86[2] showed the results from inquiries made concerning private normals in the Gulf States. Holmesville, Mississippi, and Richland Spring, Texas, were the only schools replying. However, by 1901 it seems probable that the number had increased because C. S. Parrish in an address before the Southern Educational Association at Columbia, South Carolina, spoke of the objection made to the establishment of state normals because it would interfere with private enterprise.[3]

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[1] Report of the Commissioner of Education for the Year 1886-87, p.455. Washington: Government Printing Office, 1888.

[2] Report of the Commissioner of Education for the Year 1885-86, p.328. Washington: Government Printing Office, 1887.

[3] C. S. Parrish, "Addresses before Southern Educational Association at Columbia, S. C., December, 1901," The Southern Educational Journal, XV (May, 1902), 160.

Reference has been made to the normal school at Richland Spring, Texas, in 1884. The writer addressed a letter to the Superintendent of Schools, N. W. Prentice, at Richland Spring, Texas, asking for information regarding the private normal school which had been opened there at that date. In reply,[1] he stated that from his knowledge and from inquiry he had learned that there had never been a normal school there. It seems evident from these conflicting reports that if the school existed it probably did not operate long.

The Commissioner of Education reported that a normal school was chartered at Yorktown, Texas, August 28, 1878, with a corps of instructors consisting of a director and two assistants.[2] A letter[3] from E. E. Bagwell, Yorktown, Texas, stated that the institution existed until about 1900, that white students only were admitted, and a charge of fifty cents per month was made for students. Four courses were offered and the student studied whatever he wished.

A private school was also established at Kelly-

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[1]Information contained in a letter from N. W. Prentice, Richland Spring, Texas, January 18, 1930.

[2]Report of the Commissioner of Education for the Year 1879, p.366. Washington: Government Printing Office, 1881.

[3]Information contained in a letter from E. E. Bagwell, Yorktown, Texas, January 21, 1930.

ville, Texas,[1] but a letter addressed January 13, 1930, by the writer to that place was returned marked "No Post-office."

The Whitesboro' Normal, Whitesboro, Texas, offered work in primary, grammar, and collegiate departments during this period.[2] J. W. Chapman,[3] Whitesboro, Texas, stated the following about this school:

> The first school at Whitesboro was established by the Shiloh Baptists in 1876. It was known as the Shiloh Baptist Institute and operated for two years. In 1878 Professor J. C. Carlsile purchased the holdings of the Baptists and established the first normal, known as the Whitesboro normal school. It operated until 1888. There was no normal here from 1888 till 1894... In 1894 C. L. and Noah Adair opened a private normal school at Whitesboro. This school continued to operate until 1897.

A private normal was opened in Holmesville, Mississippi, in 1884.[4] This place is marked as one of the extinct towns of Mississippi in a study made by Franklin L. Riley.[5]

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[1] Report of the Commissioner of Education for the Year 1879, p.233. Washington: Government Printing Office, 1881.

[2] Report of the Commissioner of Education for the Year 1881, p.248. Washington: Government Printing Office, 1883.

[3] Information contained in a letter from J. W. Chapman, Whitesboro, Texas, January 21, 1930.

[4] Report of the Commissioner of Education for the Year 1885-86, p.328. Washington: Government Printing Office, 1887.

[5] Franklin L. Riley, Extinct Towns and Villages of Mississippi, p.383. Oxford, Mississippi: Mississippi Historical Society, 1902.

The Commissioner's report also stated that there was a normal school at Brookhaven in 1880.[1] G. F. Winfield, associate president of Whitworth College, stated that the reference was doubtless to Whitworth College which was offering normal school courses at that time.[2]

The Commissioner's report for 1886 stated that there were private normals at Duck Hill and Buena Vista, Mississippi.[3] M. F. Herring,[4] Superintendent of Schools, Duck Hill, Mississippi, made the following statement concerning the school: "I have taken pains to inquire of the four oldest residents about the normal school. One remembered a proposed school, but such was not established." Information obtained from J. M. Pearson,[5] Buena Vista, Mississippi, reveals the fact that Buena Vista normal school was established in 1885 for whites. It was supported by tuition and operated until 1900. The

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[1] Report of the Commissioner of Education for the Year 1880, p.181. Washington: Government Printing Office, 1881.

[2] Information contained in a letter from G. F. Winfield, Brookhaven, Mississippi, February 4, 1930.

[3] Report of the Commissioner of Education for the Year 1886-87, p.428. Washington: Government Printing Office, 1888.

[4] Information contained in a letter from M. F. Herring, Duck Hill, Mississippi, January 27, 1930.

[5] Information contained in a letter from J. M. Pearson, Buena Vista, Mississippi, January 20, 1930.

property is now owned by Chickasaw County as an agricultural high school. It rendered excellent service during the time of its operation, the enrollment being between 150 and 200 annually. The school was rated as a two-year college.

W. E. Williams,[1] County Superintendent of Webster County, Walthall, Mississippi, stated that a private normal school for whites was opened at that place about 1887. It was thought to have been founded by W. S. Taylor and supported by tuition. It ceased to operate 20 or 25 years ago.

The Commissioner's reports for 1885, 1890, 1895, and 1900 showed no private normals for whites in Louisiana and Alabama.

The Peabody Education Fund

Educational contribution of the fund.- Perhaps no agency or contributing factor did more for the immediate development of teacher-training institutions in the Gulf States than did the Peabody Fund. Certainly no complete history of the normal schools in the lower South can ignore the work of this trust fund.[2] Coming as it did at the time

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[1]Information contained in a letter from W. E. Williams, Walthall, Mississippi, January 19, 1930.

[2]Report of the Commissioner of Education for the Year 1893-94, p.760. Vol. I. Washington: Government Printing Office, 1895.

when the South was prostrate economically, when the political upheavals of the Reconstruction had left the country discontented with its government, and when educational systems and policies had been disrupted by the Civil War, it gave the South the necessary impetus to set its face toward the establishment of tax-supported free schools. A little later under its influence the South realized its need for normal schools.[1]

This fund was the gift of George Peabody, a native of Massachusetts and later a resident of Great Britain where he lived until he died in 1869.[2] Feeling that something needed to be done to hasten the reconciliation of the two sections, he established in 1867 the Peabody Education Fund. In his letter creating the trust, George Peabody stated that he was giving the trustees of the Fund, most of whom had been his personal and especial friends, the sum of one million dollars, the income of which was to be applied by the trustees for the promotion and encouragement of education in the destitute portions of the Southern and Southwestern States of the Union.[3] He specified that the benefits

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[1]Atticus G. Haygood, "The South and the School Problem," Harper's New Monthly Magazine, LXXIX (July, 1889), 229.

[2]Phebe A. Hanaford, The Life of George Peabody, p.235. Boston: B. B. Russell, 1870.

[3]Proceedings of the Trustees of the Peabody Education Fund, pp.3-7. Vol. I. Boston: John Wilson and Son, 1881.

intended should be distributed among the entire population without distinction other than their needs and the opportunities of usefulness to them. In addition to this gift of one million dollars, he placed in the hands of the trustees certain state bonds, among which were a number of the bonds of the State of Mississippi issued to the Planters' Bank and commonly known as Planters' Bank bonds, amounting at that time with interest to about eleven hundred thousand dollars. The donor expected that at an early date these bonds would be recognized and the interest and principal paid by the State of Mississippi. On June 29, 1869, George Peabody added another million dollars to the endowment, which made the total Trust Fund income about $130,000 annually. This was considered sufficient by the trustees to meet all requirements of the Trust without infringing upon the capital.[1]

In stipulating the manner in which he expected the Fund to be handled, Peabody stated that it was his wish to aid the states by helping them in their own exertions in giving their youth educational opportunities. Later, he expressed as his desire that at the outset as much as possible should be done for common school and rudimentary education and that such measures might be adopted as would for the present give such an education to

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[1] Ibid., 146-47.

the greatest number of children. In order to carry out the wish of George Peabody the trustees decided that it would be more expedient for them to make use of such means or agencies as then existed in the South.[1] At the same time they decided to further normal school education for the preparation of teachers by offering scholarships in existing Southern institutions, by establishing normal schools, and by aiding such normal schools as were then in operation.

Dr. Barnas Sears, President of Brown University, Rhode Island, was made General Agent of the Board.[2]

At the third meeting of the Board of Trustees held in New York, May 28, 1867, D. Appleton and Company presented the Board with one hundred thousand text-books in elementary education, while A. S. Barnes and Company presented the trustees with twenty-five thousand volumes of school books for the use of the intermediate classes.[3]

The successful work of the Board was in part due to the confidence of the entire country in the judgment and integrity of the men directing the expenditure of the Trust. The personnel of the group of trustees selected by George Peabody to administer his Fund, and

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[1] Ibid., 3-7.

[2] Ibid., 15-16.

[3] Ibid., 32, 36.

those later connected with the Fund in like capacity, were men prominent in American life. They were individuals with national and international reputation, successful in business or prominent in professional life. Among the original group was Winthrop, who was for twenty-seven years chairman of the Board and largely its directing influence. He had been speaker of the House of Representatives, a governor, and a senator. Grant had been commanding general of the United States army and President of the United States. Farragut was, at the time of his appointment, an admiral and ranking officer of the United States navy. Evarts had been Attorney General of the United States, Secretary of State, governor, senator, and Foreign Minister. Fish had been a representative in Congress, senator, governor, Foreign Minister, and cabinet officer. Rives had been a member of Congress, Minister to France, senator, and a member of the Confederate States Congress. Graham had been a United States senator, governor, secretary of the navy, and a senator in the Southern Confederacy. Aikens had been a governor and a member of Congress. McIlvaine had been a teacher, bishop, college president, and author.[1]

Upon learning that a fund had been established

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[1]J. W. Brister, "The Trustees of the Peabody Education Fund and Their Work," The Semicentennial of George Peabody College for Teachers, pp.48-49. Bulletin of George Peabody College for Teachers, Vol. XIV, No. 3. Nashville: George Peabody College for Teachers, 1925.

to aid education in the South and that there was a possibility that a part of this fund would be distributed among existing institutions, many of the colleges and academies of the various Southern States made application for aid. No small number of them asked to be adopted by the trustees as their normal schools. The spirit of rivalry which existed between the various institutions and the fact that most of the schools were ecclesiastical if not of a sectarian character, made it expedient that the trustees refuse them aid.[1]

Mr. Sears, in his ninth report, stated that he had found that in a number of the Southern States there was an insufficient number of teachers. He correctly observed that without properly qualified teachers there cannot be good schools. He stated that up until that time the Board had resorted to various methods of endeavoring to supply in part this deficiency. It had assisted young men in colleges who were preparing themselves to become teachers, and young ladies had been assisted in female seminaries. These methods, however, Sears feared to be insufficient and stated that the only safe policy and the one which alone promised thoroughness, efficiency, and permanency in the training of teachers was that of inducing several states to estab-

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[1] Proceedings of the Peabody Trustees, p.43. Vol. I. Boston: John Wilson and Son, 1875.

lish their own normal schools. He felt, he said, that the Southern States "with a little encouragement and temporary assistance could be induced to add normal schools to their school organizations."

The eighteenth meeting of the trustees in 1880 heard the General Agent report that the new policy of the trustees of concentrating their efforts mainly on normal schools was received with great favor. He believed that the trustees were not mistaken in supposing that the public mind was prepared for the changes they had made. He further reported that the qualifications of teachers was then a topic of absorbing interest in all the states: that scarcely a public meeting was held or an article written on the subject of education in which this point was not discussed.[2] In 1881 the General Agent was directed by the trustees to apply the income of the Trust, until otherwise ordered, as far as might be possible, in the education of teachers at such normal schools as the Board elected, with the provision that the executive committee should have authority to use a sum not exceeding two-fifths of the annual expenditure in assisting public schools in the states which in their judgment required this aid.

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[1] Proceedings of the Peabody Trustees, pp.11-12. Vol. II. Boston: John Wilson and Son, 1881.

[2] Ibid., 259.

At the meeting that year, 1881, J. L. M. Curry was unanimously chosen General Agent, the office vacated by the death of Dr. Sears.[1]

Influence in the several states.- Dr. Sears found that in Texas it was impossible to do anything in the early seventies. There was no state superintendent as a result of which the whole system was inoperative.[2] In 1873 Sears reported that nothing had yet been done in Texas due to the fact that each time a contribution had been offered it was met with the request to do something which the rules governing the Fund did not allow. Because of this fact, together with the uncertainty as to the permanency of the school law and of the system of schools in operation, it was deemed best to make no donations in Texas from the Fund.[3]

In 1878 the General Agent reported that it was his opinion that the trustees could best advance the interests of popular education in Texas if they would appropriate $10,000 for the support of a good normal school. February 1, 1879, the General Agent addressed a letter to O. M. Roberts, Governor of Texas, offering the State of Texas the following proposition:

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[1] Ibid., 368.

[2] Proceedings of the Peabody Trustees, p.264. Vol. I. Boston: John Wilson and Son, 1875.

[3] Ibid., 383.

If the Legislature shall see fit to establish a first-class normal school and to appropriate for its current expenses $6,000 per annum, the Trustees of the Peabody Education Fund will duplicate that sum for the same purpose for a period of two years, with the expectation of renewing the arrangement from year to year after that period, during the pleasure of both parties.[1]

The State of Texas responded through its legislature by establishing the Sam Houston Normal Institute at Huntsville, Texas, and Prairie View Colored Normal at Prairie View.[2]

In 1902, the Texas state legislature provided for a State investigating committee which, among other activities, made an investigation of the donations made by the Peabody Fund to the Sam Houston Normal Institute. In the report of this committee[3] objection was made to the fact that this donation in recent years had been used to supplement the salaries of the members of the faculty of the institute. "Notwithstanding the fact that the purpose of the Peabody Fund was to aid the State in establishing her schools and young men and women to secure an education, it is certain that under the present management it certainly does neither." Continuing, the

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[1]Governor's Messages, Coke to Ross, Inclusive, (1874-1891), p.256. Austin, Texas: Texas State Library, 1916.

[2]J. L. M. Curry, Peabody Education Fund, p.88. Boston: John Wilson and Son, 1898.

[3]Report and Proceedings of the State Investigating Committee, pp.130-136. Provided for in Senate Joint Resolution No. 1, Second called session, Twenty-seventh Legislature. Austin: Von Boeckman, Schutze & Co., 1902.

report stated that it was the belief of the committee that teachers might be found to do the work for the salaries paid by the state and that it would not be necessary to supplement these salaries by an outside fund. It was also their opinion that the superintendent would be "glad to maintain his high and honorable position" at $2,000 per annum, but "were he not willing to do so others long and wait for his place." The report closed with the recommendation that a certain per cent of this fund, or all of it if in the judgment of the legislature it could be done, be applied to the payment of board of students who attended these normals. No official recognition was made by the legislature of this part of the committee's report.

In his report for 1901-02 Arthur Lefevre, Texas State Superintendent of Public Instruction, referring to the committee's report, stated, "I can only publicly assure the honorable Trustees and General Agent of the Peabody Fund that both the purposes and the effect of their policies in this State are thoroughly and gratefully appreciated by all whose knowledge of the questions involved entitles their opinions to consideration."[1] This seems to have been the only case of an official censure

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[1] Thirteenth Biennial (1901-02) Report of the State Superintendent of Instruction, p.18p. Austin: Von Boeckman, Schutze & Co., 1902.

made in the Gulf States of the way in which the donations from the Peabody Fund were made to benefit education.

Due to an act of repudiation on the part of the State of Mississippi the trustees failed to collect from the State Bank bonds placed in the Fund by George Peabody. It will be recalled that the amount of the Planters' Bank bonds amounted at the time the Trust was formed to about eleven hundred thousand dollars. The loss of this Fund meant not only a loss of this amount to the education of the South, but it meant at the same time a loss to the children of the State of Mississippi because the Board decided that

> In view of our obligations to the children of the other Southern States and of their needs, and of our duty in the absolute discretion given this Board by Mr. Peabody in the distribution of the limited income of the Fund, our General Agent be instructed to omit Mississippi in the distribution of the income of our Fund, until she pays the annual interest on her bonds that we hold, or makes some provision for the recognition and adjustment of those bonds.[1]

The Mississippi legislature was seriously considering establishing a normal school when the Peabody trustees began to press the state for a settlement of the debt.[2] The state did not establish a normal until 1910.[3]

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[1] Proceedings of the Peabody Trustees, p.193. Vol. III. Boston: John Wilson and Son, 1888.

[2] Ibid., 73.

[3] Laws of Mississippi, 1910, Special Session, pp.105-109. Nashville: Brandon Printing Co., 1910.

It is logical to suspect that the attempt on the part of the trustees to secure a payment of the bonds which had been repudiated by Mississippi had its influence in the failure to establish a normal for twenty-eight years.

While the Peabody Fund was not used in Mississippi to aid in the establishment and work of a normal school, from 1870 to 1880 the sum of $54,490 was donated to the state. In the earlier years of this period this money was spent mainly for the benefit of graded school instruction. In the latter part of the period much of it went to teachers' institutes.[1] The trustees decided to re-enter the state in 1893. From that time until the final disposition was made of the Fund in 1903, Mississippi received much more for teachers' institutes than any of the other Gulf States.[2]

In Louisiana the state superintendent became involved in such a way that it was deemed best that the General Agent operate thrcugh some other individual. R. M. Lusher was accordingly made the Agent of the Peabody Fund for Louisiana.[3]

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[1] Report of the Commissioner of Education for the Year 1880, p.180. Washington: Government Printing Office, 1880.

[2] Proceedings of the Peabody Trustees, p.638. Vol. VI. Boston: John Wilson and Son, 1916.

[3] Proceedings of the Peabody Trustees, p.70. Vol. II. Boston: John Wilson and Son, 1881.

In New Orleans, Louisiana, the Peabody Normal Seminary and the Peabody Normal School, the former for white students and the latter for colored, were, up to 1883, maintained solely by contributions from the Peabody Fund.[1] The Peabody Normal Seminary offered a three-year course of study. It maintained a preparatory normal department and a model school. In 1875-76 there were forty-five students, all women, in the normal department.[2]

In 1882 the State Superintendent of Louisiana strongly recommended to the governor and the general assembly that Louisiana establish a state normal school.[3] With the aid of the Peabody Fund this was done in 1884.[4]

During the Reconstruction period in Alabama the power to enact school laws was taken from the legislature and given to the state board of education. The general

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[1] Report of the Commissioner of Education for the Year 1884-85, p.103. Washington: Government Printing Office, 1886.

[2] Report of the Commissioner of Education for the Year 1876, p.149. Washington: Government Printing Office, 1878.

[3] Biennial Report of the State Superintendent of Public Education to the General Assembly of the State of Louisiana, 1880-1881, p.13. Baton Rouge: Leon Jastremski, State Printer, 1882.

[4] Acts of Legislature of Louisiana, 1884, pp.60-61. Baton Rouge: Leon Jastremski, 1884.

assembly had power to repeal these laws but nothing more.[1] In the legislative acts of the state legislature and the board of education during the Reconstruction period one finds a number of cases where normal schools were established by the board of education, but the action of the board was repealed by the legislature. The Peabody Fund was generous in assisting the common schools and the teacher-training institutions in Alabama. One of the earliest of the attempts at teacher-training was the school which opened at Florence in 1873.[2] This institution has continued its work until today.

Referring to the donations made by the Peabody Education Fund Trustees to education in Alabama, the State Superintendent in 1900 declared that the state had been greatly benefited.

> These donations have enabled the schools to which they have gone to do much more effective work than could possibly have been done without the aid. The trustees of the Peabody fund have been more liberal to Alabama than to any other Southern State, for which we should be truly thankful. For this liberality we are under lasting obligations to Dr. J. L. M. Curry, the Agent of the Peabody Board, than whom no man has done more for public education in Alabama and the whole South. Dr. Curry is a

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[1] Proceedings of the Peabody Trustees, p.310. Vol. I. Boston: John Wilson and Son, 1875.

[2] Acts of the Session of 1873 of the General Assembly of Alabama and of the Board of Education, pp.174-75. Montgomery: Arthur Bingham, 1874.

former Alabamian of whom every citizen of the State should be proud. He frequently visits our schools and takes great interest in our educational advancement.[1]

Table I shows the amounts donated to the various states for the promotion of normal schools.

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[1] Biennial Report of the Department of Education of the State of Alabama, 1899 and 1900, pp. xxxii-xxxiii. Montgomery, Alabama: A. Roemer, 1900.

TABLE I

EXPENDITURES OF THE PEABODY FUND FOR THE PROMOTION OF NORMALS*

Year	Alabama	Louisiana	Mississippi	Texas
1868	--	$5,000	$ 300	--
1869	--	2,400	--	--
1870	--	3,000	--	--
1871	--	2,100	--	--
1872	--	1,900	--	--
1873	--	1,950	--	--
1874	--	1,850	--	--
1875	--	1,950	300	--
1876	--	2,000	--	--
1877	--	2,000	--	--
1878	--	2,500	--	--
1879	--	3,600	--	--
1880	--	3,000	--	$8,000
1881	--	1,500	200	4,500
1882	$3,000	--	--	6,950
1883	3,000	--	--	7,300
1884	2,900	--	--	4,000
1885	3,300	--	--	6,000
1886	3,200	2,000	--	3,000
1887	4,000	2,000	--	2,500
1888	3,000	2,000	--	2,000
1889	3,550	2,000	--	1,900
1890	3,850	3,000	--	4,300
1891	4,400	3,000	--	5,274
1892	4,400	2,500	--	4,000
1893	3,700	2,200	--	3,000
1894	4,100	1,950	--	2,750
1895	4,000	1,500	--	3,000
1896	7,000	3,550	--	3,000
1897	6,400	3,500	--	3,000
1898	6,400	3,100	--	3,000
1899	6,000	2,400	--	3,000
1900	5,800	2,500	--	2,500
1901	6,000	2,500	--	2,300
1902	6,200	2,000	--	3,100
1903	6,200	2,000	--	4,000
1904	6,200	2,500	--	1,500
1905	8,400	3,000	--	500
1906	8,000	2,000	--	1,500
1907	8,000	1,000	--	2,000?
1908	5,000	--	--	--
1909	10,500	600	--	--
1910	4,000	--	--	--
1911	10,000	3,000	--	--
1912	--	--	--	--

*Proceedings of Peabody Trustees, p.637. Vol. VI. Boston: John Wilson and Son, 1916.

CHAPTER V

HISTORY OF THE INSTITUTIONS WHICH BECAME NORMAL SCHOOLS

An adequate understanding of the present teacher-training institutions for whites in the Gulf States cannot be had without a knowledge of the history of the institutions out of which certain of the normal schools emerged. Three of the normal schools in Alabama, the one at Florence, the one at Jacksonville, and the one at Livingston, developed from academies or colleges that had already been in successful operation for some time. The normal school established in Louisiana occupied the buildings and grounds of an academy. Three of the Texas schools were the outgrowth of the work of previous institutions. The college at Huntsville followed an academy while the colleges at Commerce and Denton followed private normal schools. It is to a study of these institutions that this chapter will be devoted.

Rev. Anson West[1] gave the following facts concerning the establishment of an institution that later became the State Normal School at Florence. The first movement to establish a college at La Grange, Alabama, was made November 28, 1826, when a committee was appointed at the session of the Tennessee Conference of the Methodist church to inquire into the propriety of founding a college under the patronage of that conference. At the next conference

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[1]Rev. Anson West, A History of Methodism in Alabama, pp. 428-438, 629. Nashville, Tennessee: Barbee and Smith, 1893.

held at Murfreesboro, Tennessee, in 1828, a communication was presented to the conference from La Grange, Alabama, in which an offer of $10,000 was made if the college should be established at that place. The Mississippi Conference which convened at Tuskaloosa, Alabama, later in the same year was invited to participate in the establishment of the institution. The village of La Grange was extremely small, but was thought to be an ideal location for a school. Those interested commonly held the following opinion:

> A large commercial town or even the neighborhood of a large town of any kind was not the proper place for the location of any school, and that if such a school were located even in a village, the village should be so inconsiderable and moral as to derive its whole importance from the school. The absence of population at a site of learning was held to be an absolute guaranty against the introduction of expensive habits and destructive vices.[1]

The school was opened and went into operation January 11, 1830. There were to be two sessions in the year, the first session to close June 11, and the second session to commence July 12 and close November 12. The charter for the institution designated it as the La Grange College. This charter of the college provided for and named fifty trustees as members of its Board. Twenty-five years later, in January, 1855, the La Grange College closed its doors and the institution was transferred to Florence, Alabama. On February 14, 1855, a new charter was obtained

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[1] Ibid.

and the institution this time was designated as the Florence Wesleyan University.[1] During the war between the states the endowment of the college was lost, and four years after the close of the war the Methodist Church, through the trustees of the university, deeded the grounds and buildings to the state with the provision that it be used for an institution to train teachers.[2]

Repeated unsuccessful attempts were made by the writer to learn something of the history of the Calhoun College which later became the Jacksonville Normal School. The enabling act of the school stated "that there be permanently established in the Calhoun College building at Jacksonville, in Calhoun County, in this State, a school for the education of white male and female teachers..."[3] Owen stated that the Calhoun College was conducted for men only.[4]

The following history of the Livingston Female Seminary[5] is condensed from a catalogue of the Livingston

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[1] Acts of the General Assembly of the State of Alabama, 1855, pp. 207-208. Montgomery: Batts and Lucas, 1856.

[2] Thomas McAdory Owen, History of Alabama and Dictionary of Alabama Bibliography, p. 600. Vol. I, Chicago: S. J. Clarke Publishing Co., 1921.

[3] Acts of the General Assembly of Alabama, 1882-83, p. 520. Montgomery: W. D. Brown and Co., 1883.

[4] Owen, op. cit., p.

[5] Catalogue of the Alabama Normal College, 1910 11, pp. 6-10. Livingston, Alabama: State Normal College, 1911.

Normal College issued in 1910. In the year 1835 money was raised for the purpose of establishing and maintaining a school in Livingston. The records from 1835 to 1840 cannot be found, but the constitution providing for the organization of the institution is preserved, and it is likely that some kind of a school was maintained. In 1840 a charter was issued by the State of Alabama. The first teacher of the institution was A. A. Kendell, a native of one of the Northern States. He was with the institution for three years and was given the tuition collected from the students. The house was furnished by the town of Livingston. In 1855 an addition was made to the academy building and the school seems to have been prospering. In 1870 the tuition fees were reduced because the institution could avail itself of the public school fund. The academy was subsidized for teacher-training in 1883.[1]

The Academy of the Sacred Heart was established in Natchitoches, Louisiana, in 1847, by the educational association known under the title, "Order of the Sacred Heart." This organization sprang up in France at the close of the Revolution and its activities were transferred to this country early in the nineteenth century. The individual most active in the work of this order was Phillipine Duchesne. She established a number of schools along

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[1] Acts of the General Assembly of Alabama, 1882-83, pp. 523-526. Montgomery: W. D. Brown and Co., 1883.

the Mississippi River from New Orleans to St. Louis. Not only did the convents and academies opened by the Order attempt to foster education among the settlers, but it was also active in behalf of the Indians. In 1884, when the Legislature created the State Normal School, the town and parish of Natchitoches purchased the buildings and grounds formerly used by the academy and presented them to the state for the physical nucleus of the new institution.[1]

In 1849 Rev. Daniel Baker of the Presbyterian Church secured from the citizens of Huntsville a donation of $10,000 for the establishment of a college in the town. In 1852 the college went into operation with Rev. Baker as its first president. The name, Austin College, was selected in honor of Stephen F. Austin, the leader of the first settlers of Texas. In the seventies Austin College was moved to Sherman, Texas, and in 1879 when the legislature of Texas decided to establish a state normal school, a committee of citizens of Huntsville, interested in the continuation of an institution of learning in their village, visited Austin and offered the old Austin College building and grounds to the state as an inducement to open a normal school at that place.[2]

The teacher-training institution at Denton, Texas, is an outgrowth of the normal school which was conducted by

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[1]J. O. Pettiss, "The development of the Louisiana State Normal College, 1884-1927," p. 2. Unpublished Master's Thesis, University of Louisiana, 1927.

[2]Harry F. Estill, "The Old Town of Huntsville," The Quarterly of the Texas State Historical Association, III (July, 1899, to April, 1900), 267-277.

Minter B. Terrill. This school was established in 1890 and was first taught by J. C. Chilton. The institution occupied a ten-acre campus upon which was located a $15,000 school house.[1] Chilton was followed by Terrill, who taught the school until it was given by the city of Denton to the state in 1899.[2]

The normal school founded in San Marcos, Texas, in 1903, was located upon a plot of ground donated by the city of San Marcos to the State of Texas, and locally known as Chautauqua Hill. It is probable that the activities of the Chautauqua in San Marcos fostered to a degree the interest of the town in a normal school.

The Chautauqua movement embraced a variety of methods for the popularization of knowledge in the United States. The movement first began in August, 1874, on Lake Chautauqua, New York, as a Sunday-school assembly,[3] but its work soon was extended from religious to secular subjects.[4] In 1891 the Chautauqua in San Marcos enrolled about two hundred students with thirteen teachers and twenty-two lecturers. In its teachers' summer normal

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[1]Edwin F. Bates, History and Reminiscences of Denton County, pp.196-97. Denton: McNitzky Printing Co.

[2]Laws of the State of Texas, 1899, p. 74. Austin, Texas: Von Boeckman, Moore and Schutze, 1899.

[3]Report of the Commissioner of Education for the Year 1891-92, p. 921. Vol. 2. Washington: Government Printing Office, 1894.

[4]Report of the Commissioner of Education for the Year 1894-95, p. 1035. Vol. I. Washington: Government Printing Office, 1896.

institute the course of study used was that prescribed for the public free schools of Texas.[1] The ground upon which this Chautauqua held its sessions was given to the state for a normal school in 1899.[2]

In 1917 the State of Texas purchased a private normal school operating in Commerce, Texas. This institution was founded by W. L. Mayo in Cooper, Texas, in 1889. The building there burned, and the school was moved to Commerce, Texas, in 1894. The normal had a faculty of five and attempted to do work leading to the Bachelor's degree. A letter from T. D. Mayo, a former student in the institution, and a first cousin of the founder, stated that the only entrance requirements specified were that the students should be strong, healthy boys and girls who could read and write and were willing to work. The president asked three or four simple questions: "What did you come here for? Can you work? Will you work?" If these were all answered satisfactorily the student was admitted. The institution did not have certificate granting privileges but prepared its students for the state examinations. The success of the institution, as far as the number of students goes, is indicated in Table II.

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[1] Report of the Commissioner of Education for the Year 1891-92, p. 944. Washington: Government Printing Office, 1893.

[2] Laws of the State of Texas, 1899, p. 175. Austin, Texas: Von Boeckman, Moore and Schutze, 1899.

TABLE II

ENROLLMENT OF NORTH TEXAS TEACHERS COLLEGE, 1894-1917*

Year	Long Session	Summer Session	Annual Total
1894-1895	88	...	88
1895-1896	132	92	224
1896-1897	151	...	151
1897-1898	212	128	340
1898-1899	255	...	255
1899-1900	296	184	438
1900-1901	324	...	324
1901-1902	373	184	557
1902-1903	410	...	410
1903-1904	472	241	713
1904-1905	542	268	810
1905-1906	638	370	1,008
1906-1907	782	401	1,183
1907-1908	974	805	1,779
1908-1909	1,150	911	2,061
1909-1910	1,380	1,165	2,545
1910-1911	1,432	1,020	2,452
1911-1912	1,328	1,018	2,346
1912-1913	1,486	1,124	2,610
1913-1914	1,518	1,232	2,750
1914-1915	1,586	1,364	2,950
1915-1916	1,596	1,437	3,055
1916-1917	1,350	1,050	2,400

*Information contained in a letter from T. D. Mayo, Commerce, Texas, January 20, 1930.

CHAPTER VI

LEGISLATION ESTABLISHING THE NORMAL SCHOOLS

Analysis of the Enabling Acts

Introduction.- The enabling acts for the present teachers colleges for white teachers in the Gulf States date from the founding of the normal at Florence, Alabama, December 14, 1872,[1] to the establishing of the Delta State Teachers College at Cleveland, Mississippi, on April 9, 1924.[2] The names of the schools, location, dates of approval of the enabling acts, and dates of opening of the schools are given in Table III. A perusal of the enabling acts discloses the fact that all of them contain much in common.

In order to prevent confusion due to a number of seemingly conflicting acts and different dates of opening, an explanation is necessary in regard to the acts establishing the last three teachers colleges in Texas, namely, the Sul Ross Teachers College at Alpine, the Stephen F. Austin Teachers College at Nacogdoches and the South Texas Teachers College at Kingsville. On March 22, 1915,[3] an act passed the Texas Legislature establishing three state normal schools to be located in certain districts: the

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[1] Acts passed by the Board of Education of Alabama, 1872, pp.27-28. Montgomery, Alabama: Arthur Bingham, 1873.

[2] Laws of the State of Mississippi, (Regular Session), 1924, pp.512-15. Jackson, Mississippi: Tucker Printing House, 1924.

[3] General Laws of Texas, (Regular Session), 1915, pp.116-18. Austin: A. C. Baldwin and Sons.

TABLE III

NAMES OF SCHOOLS, LOCATION, DATE OF APPROVAL OF ENABLING ACTS, AND DATE OF THE OPENING OF THE PERMANENT STATE NORMALS IN THE GULF STATES*

State	Name of School	Location	Approved	Opened
Alabama	State Normal School	Florence	1872	Sept., 1873
Alabama	Alabama Normal College for Girls	Livingston	1883	July, 1883
Alabama	State Normal School	Jacksonville	1883	Fall of 1883
Alabama	State Normal College	Troy	1887	Sept. 19, 1887
Louisiana	State Normal College of Louisiana	Natchitoches	1884	Nov. 1, 1885
Mississippi	Mississippi Normal College	Hattiesburg	1910	Sept. 18, 1912
Mississippi	Delta State Teachers College	Cleveland	1924	Sept. 15, 1925
Texas	Sam Houston Normal Institute	Huntsville	1879	Oct. 10, 1879
Texas	North Texas State Normal College	Denton	1899	Sept. 18, 1901
Texas	Southwest Texas Normal School	San Marcos	1899	Sept. 9, 1903
Texas	West Texas State Normal College	Canyon	1909	Sept. 25, 1910
Texas	East Texas State Normal College	Commerce	1917	Oct. 16, 1917
Texas	Sul Ross Normal College	Alpine	1917	June 14, 1920
Texas	Stephen F. Austin State Normal College	Nacogdoches	1917	Sept. 18, 1923

*Data gathered from enabling acts and catalogues.

South Texas State Normal College to be south of the 29th parallel with certain counties added, the Stephen F. Austin State Normal College to be east of the 96th meridian, and the Central West Texas State Normal College to be in the 26th or 28th senatorial districts with certain counties added. This act provided for a locating committee to be composed of the governor, lieutenant-governor, and two citizens to be appointed by July 1, 1915, by the Supreme Court of Texas. The law stated that the colleges should be located by October 1, 1915. "This law became inoperative for the reason that the Supreme Court refused to make the appointments provided, on the grounds that said appointment was an administrative and not a judicial function."[1] On April 4, 1917, two statutes were passed establishing teacher-training institutions. One of these was "An Act to provide for the establishment, maintenance, and government of a State Normal College, to be located at Alpine in Brewster County, Texas, to be known as the 'Sul Ross Normal College,'...."[2] The other was as follows:

> An Act to provide for the establishment, maintenance and government of two State Normal Colleges; providing for the location of same... One in the territory composed of all of that part of the State of Texas lying south of the twenty-ninth parallel of latitude with the counties of Kinney, Uvalde and Medina added, and the name of said

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[1] Bulletin of the Stephen F. Austin State Teachers College, p.13. Bulletin No. 16, May 1, 1927. Nacogdoches: Stephen F. Austin State Teachers College, 1927.

[2] General Laws of the State of Texas, (Regular Session), 1917, pp.442-44. Austin, Texas: A. C. Baldwin and Sons, 1917.

Normal School shall be 'South Texas State Normal College;' the other in the territory composed of all that part of the State of Texas lying east of the ninety-sixth meridian, and the name of said Normal College shall be 'Stephen F. Austin State Normal College.'[1]

The Sul Ross State Teachers College Bulletin in 1925 gave the following information:

The Sul Ross State Teachers College was established at Alpine, by an act of the Thirty-fifth Legislature of the State of Texas, and the act was approved by the Governor on April 4, 1917. At the Third Called Session of the Thirty-fifth Legislature, the construction of the College was postponed until February, 1919, and the contract for the building was let on March 29, 1919.[2]

The same act that postponed construction of the aforementioned college repealed the appropriations for the schools to be located at Nacogdoches and Kingsville.[3] The act, however, stated that the college at Nacogdoches or the one at Kingsville should open not later than September 1, 1922 and the other should open two years later. In 1921 the legislature appropriated one hundred seventy-five thousand dollars to the Nacogdoches school for buildings and equipment.[4] The college at Kingsville is not included in this study because in 1929 it was changed from a

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[1] General Laws of Texas, 1917, pp.427-430. Austin, Texas: A. C. Baldwin and Sons, 1917.

[2] Bulletin of the Sul Ross State Teachers College, p.13. Bulletin 16, June 1, 1925. Alpine, Texas: Sul Ross State Teachers College, 1925.

[3] Laws of Texas, Called Session, 1917, pp.

[4] Laws of Texas, Called Session, 1921, p.357 Austin: A. C. Baldwin and Sons, 1921.

teachers college to the Texas College of Arts and Industries.[1]

Objectives to be accomplished.- The purpose of this section is to exhibit the aims of the normal schools in the Gulf States as expressed in the enabling acts and expanded in the catalogues of representative schools. These aims were stated in rather general terms in the laws; the catalogues more specifically described the purposes of the normals.

The act passed by the Board of Education of Alabama, establishing at Florence the first teacher-training institution in Alabama, declared that "There shall be permanently established....a school for the education of white male teachers...."[2] This aim is expanded by the authorities of the school. Reading in the first catalogue of the institution one finds this statement: "The prime object in the establishment of this school was the more thorough preparation of young men for teaching in the Public Schools of the State."[3] One year later the charter

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[1] Laws of Texas, Regular Session, 1929, p. 627. Printed by authority, 1929.

[2] Acts passed by the Board of Education of Alabama, 1872, p.27. Montgomery: Arthur Bingham, 1873.

[3] First Annual Catalogue of the State Normal School, 1873-74, p.4. Florence, Alabama: The "Florence Republican," 1873.

was amended to include women.[1] In 1883 the State of Alabama established through a subsidy a normal department in the Livingston Female Academy "for the education of white female teachers and students."[2] The bulletin of the Alabama Normal College for Girls, 1887-88, contained the statement: "As the Livingston Female Academy is now virtually the Literary Department of the Normal College, for the sake of convenience the former name will be henceforth omitted, except in strictly official documents."[3] This indicates that the primary purpose of the Livingston Academy was henceforth to be the training of teachers. This school, however, did not become coeducational until 1900.[4] The school at Jacksonville, also created in 1883,[5] and the one at Troy,[6] Alabama, opened four years later, had as their aim, designated in the enabling acts, "the education of white male and female teachers."

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[1] Acts of the General Assembly of Alabama and of the Board of Education, 1873, p.175. Montgomery, Alabama: Arthur Bingham, 1874.

[2] Acts of the General Assembly of Alabama, 1882-83, p.523. Montgomery, Alabama: W. D. Brown & Co., 1883.

[3] Catalogue of Alabama Normal College for Girls, for the Year 1887-88, p.7. Livingston, Alabama: Alabama Normal College for Girls, 1887.

[4] Ibid., 1902-03, p.3.

[5] Acts of the General Assembly of Alabama, 1882-83, p.520. Montgomery: W. D. Brown and Co., 1883.

[6] Acts of the General Assembly of Alabama, 1886-87, p.959. Montgomery: W. D. Brown and Co., 1887.

The Louisiana Normal established in 1884 was for whites of either sex desiring to teach.[1] The school catalogue for 1890-91 contained the following excerpt:

> The State Normal School has for its object to train efficient teachers for the public schools of the State of Louisiana. It proposes to accomplish this end:
> 1. By giving those students who take the full three years course, an accurate knowledge of all the branches taught in the public schools.
> 2. By giving them an insight into the laws of mental development, the history and philosophy of education, and the science and art of school teaching and school management.
> 3. By instructing them in the best methods of teaching the common school branches, and requiring them to put those methods in practice by actual teaching in the Practice School.
> 4. By seeking to develop in them a high order of character, independence, self-control, love of learning, faithfulness to duty, and zeal for teaching.[2]

Another purpose of this school was to assist in the training of teachers in service, since the act creating this normal also required the faculty, in addition to their regular duties, to hold at least three institutes each year in different parts of the state, each one to be of at least two weeks duration.[3]

The two Mississippi schools according to the

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[1] Acts of the General Assembly of Louisiana, Regular Session, 1884, p.60. Baton Rouge: Leon Jastremski, 1884.

[2] Catalogue of the Louisiana State Normal School, 1890-91, pp.4-5. Natchitoches, Louisiana: Louisiana State Normal School, 1890.

[3] Acts of Louisiana, 1884, p.61. Baton Rouge: Leon Jastremski, 1884.

legislative enactments of 1910[1] and 1924[2] were to qualify teachers for the public schools of the state. The catalogue announcing the opening of the school at Hattiesburg discussed the purpose of the school:

> It will be borne in mind constantly that this institution is intended primarily to prepare teachers for the rural schools of our State. The spirit of the college will be the spirit of ideal country life as nearly as it is possible to secure this. Each student will be imbued with this spirit as fully as possible. All the work of the college will tend to magnify the ideals and possibilities of rural life and it will be the ambition of the president and faculty to send each teacher back home inspired with determination to be an active and potent factor in the intellectual, spiritual and industrial development of this rural state of ours.[3]

Of the laws establishing the seven Texas teacher-training institutions only three of them mentioned a specific purpose or aim for the schools. The law for the Denton College stressed the fact that it was for the special training of teachers.[4] The enabling acts for the Canyon school established in 1909[5] and for the Nacogdoches

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[1] Laws of the State of Mississippi, Special Session, 1910, p.105. Nashville, Tennessee: Brandon Printing Co., 1910.

[2] Laws of the State of Mississippi, Regular Session, 1924, p.512. Jackson, Mississippi: Tucker Printing House, 1924.

[3] Announcement Mississippi Normal College, Hattiesburg, Mississippi, Session 1912-13, p.4. Hattiesburg, Mississippi: Mississippi Normal College, 1912.

[4] General Laws of Texas, Regular Session, 1899, p.74. Austin, Texas: Von Boeckmann, Moore & Schutze, 1899.

[5] General Laws of Texas, Regular Session, 1909, p.235. Austin, Texas: Von Boeckmann-Jones Co., 1909.

school, established in 1917,[1] stated that they were for the education of white teachers. The same aim in the other cases was implied. For example, the law establishing the first normal in Texas, (Huntsville), stated that "....said board shall put into operation a normal school, which shall be conducted in a first-class manner...."[2] The Huntsville catalogue of 1879-80 declared that "the object of this school is to elevate the standard of education throughout our State, by giving thorough instruction and special training to as many as possible of our present and future teachers."[3] From the San Marcos bulletin of 1903, the following extract is taken:

> This is a Normal School, established for the education of teachers. Its distinctive purpose is to fit young men and young women for the profession of teaching. ....The teacher needs such special training as will give insight into the problems of education and efficiency in the art of teaching. This school will aim to meet this demand. It should be kept in mind, however, that this school is not a university, or even a college. It is a Normal School.[4]

The early catalogues of the last two colleges created in Texas gave only brief statements as to the

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[1] General Laws of Texas, 1917, pp.427-430. Austin: A. C. Baldwin and Sons, 1917.

[2] General Laws of Texas, 1879, p.182. Published by Authority, 1879.

[3] Catalogue of the Officers and Students of the Sam Houston Normal Institute, Huntsville, Texas, 1879-80, p.3. Austin: Institute for the Deaf and Dumb, 1880.

[4] Announcement of the Southwest Texas State Normal, 1903-04, San Marcos, Texas, pp.9-10. Austin: Von Boeckmann-Jones, 1903.

function of the schools. Probably it was felt that at that time a detailed explanation of aims was superfluous.

Location of normal schools.- The statutes founding the fourteen present teacher-training institutions in the Gulf States show that the physical locations of all except five were designated in the several acts; that is, the legislature named the town or city for the location. Alabama located all of her normal schools by direct legislative enactment; Mississippi and Louisiana made use of boards or committees; while Texas located two by committees and five by statutory provision. The use of committees is the more recent practice, because, with one exception, all the permanent teacher-training institutions founded in the Gulf States before 1909 were geographically located by legislative enactment. Since that time the location of four of the six was by committee. This shows the distinct trend toward the use of the committee plan. These data are presented in tabular form in Table IV. Figures 2 to 5 show the location of the various institutions.

Accomodations and appropriations.- In every act creating state normals in Alabama, Louisiana, Mississippi and Texas, except the act establishing the school at Jacksonville, Alabama,[1] the town was required to give land,

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[1] Acts of the General Assembly of Alabama, 1882-83, pp.520-22. Montgomery: W. D. Brown and Co., 1883.

TABLE IV

METHODS OF LOCATING NORMAL SCHOOLS*

Name and Location of School	Year	Located by
State Normal School, Florence Alabama	1872	Enabling Act
Alabama Normal College for Girls, Livingston, Alabama	1883	Enabling Act
State Normal School, Jacksonville, Alabama	1883	Enabling Act
State Normal College, Troy, Alabama	1887	Enabling Act
State Normal College of Louisiana, Natchitoches, Louisiana	1884	State Board of Education
Mississippi Normal College, Hattiesburg, Mississippi	1910	Board of Trustees of College
Delta State Teachers College, Cleveland, Mississippi	1924	Committee, two from Senate, three from House
Sam Houston Normal Institute, Huntsville, Texas	1879	Enabling Act
North Texas State Normal College, Denton, Texas	1899	Enabling Act
Southwest Texas Normal School, San Marcos, Texas	1899	Enabling Act
West Texas State Normal College, Canyon, Texas	1909	Governor, State Superintendent and Lieutenant-Governor
East Texas State Normal College, Commerce, Texas	1917	Enabling Act
Sul Ross Normal College, Alpine, Texas	1917	Enabling Act
Stephen F. Austin State Normal College, Nacogdoches, Texas	1917	Governor, State Superintendent and Board of Normal Regents

*Data taken from enabling acts.

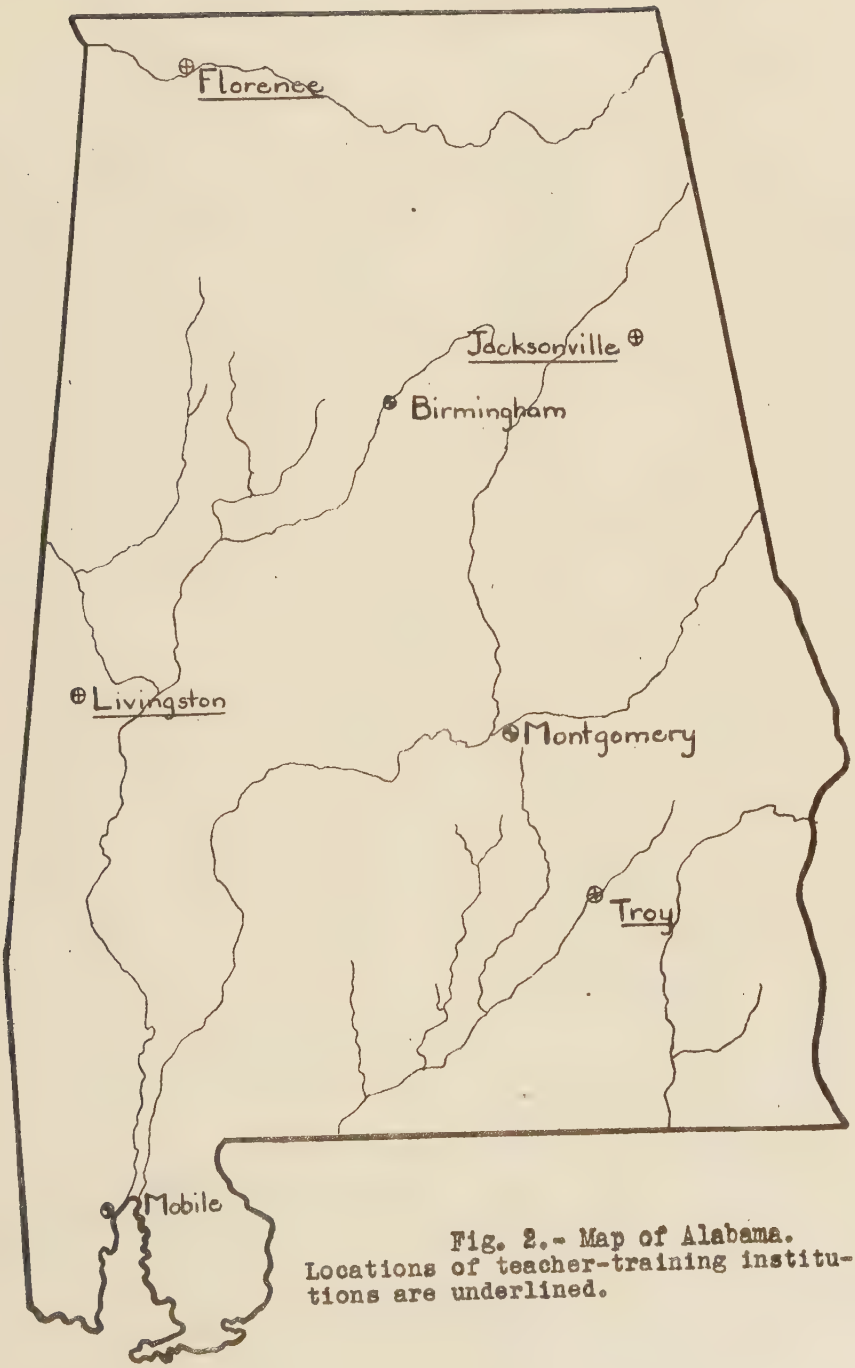

Fig. 2.- Map of Alabama.
Locations of teacher-training institutions are underlined.

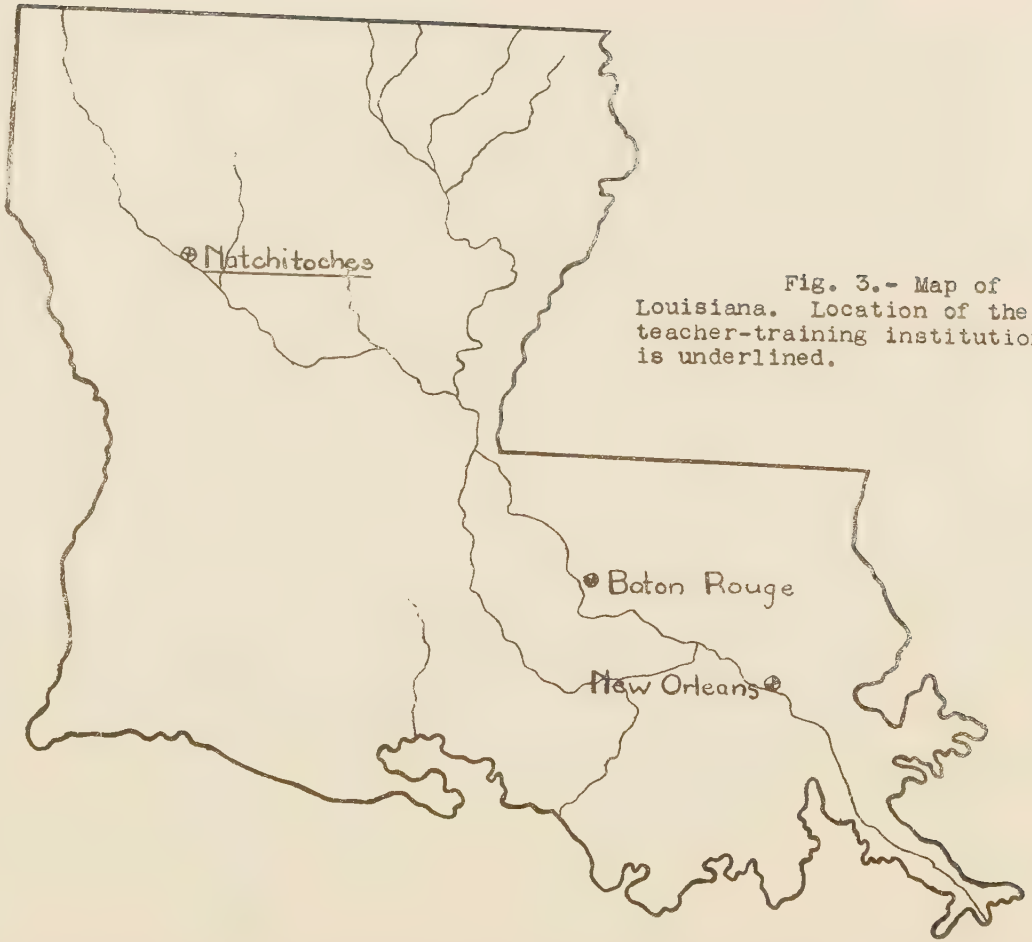

Fig. 3.- Map of Louisiana. Location of the teacher-training institution is underlined.

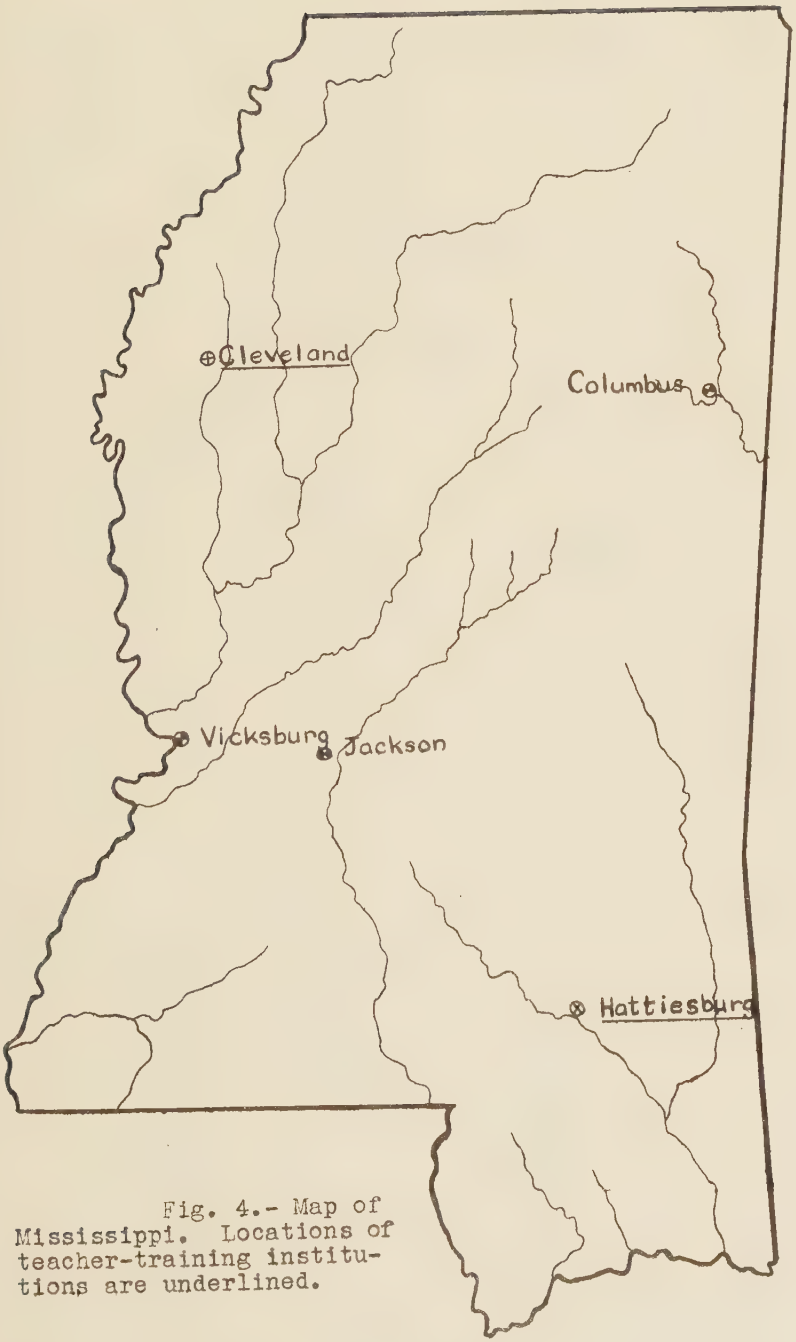

Fig. 4.- Map of Mississippi. Locations of teacher-training institutions are underlined.

Fig. 5.- Map of Texas. Location of the teacher-training institutions are underlined.

buildings, or other accomodations for the school. In the case of the Jacksonville school the enabling act implies that Jacksonville was to do her part also, for in the enactment one finds that there shall "be permanently established in the Calhoun college building at Jacksonville, ...a school for the education of white male and female teachers."[1] And again in the same section it was provided that there should be annual appropriations....for the support and maintenance of the school, but that "no portion of the same shall be used for any other purpose than the payment of the salaries of the faculty." Table V gives detailed information as to the gifts required of the several towns. In this table is also shown the first state appropriations for the schools. The funds for the support and maintenance were taken in the case of Alabama from the education fund for white persons; in Louisiana from the general fund; in Texas, for Huntsville, from the available free school fund, but in the case of the other Texas schools the appropriations were to come from the general fund, or any fund not otherwise appropriated. The Mississippi enabling acts made no appropriations for the schools.

The law founding the institution at Huntsville, Texas, contained two provisions not mentioned in any other

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[1] Ibid., 520.

TABLE V

AMOUNT OF LOCAL AND STATE AID DESIGNATED IN THE ENABLING ACTS OF THE NORMAL SCHOOLS

Location	Local Aid Required	Approp.	Designated Use
Florence, Alabama	Building and grounds of Florence Wesleyan University	$5,000 Yr.	Salaries only
Livingston, Alabama	Livingston Academy to use State appropriation for Normal Dept.	$2,500 Yr.	$500 for appliances, etc., Balance salaries
Jacksonville, Alabama		$2,500 Yr.	Salaries only
Troy, Alabama	A building and grounds	$3,000 Yr.	Salaries only
Natchitoches, Louisiana	Accommodations	$6,000 Yr.	General maintenance, teachers institutes
Hattiesburg, Mississippi	Grounds, buildings and dormitories sufficient for school		
Cleveland, Mississippi	Grounds, buildings, and dormitories sufficient for school		
Huntsville, Texas	Building and grounds of Austin College	$14,000 Yr.	Support
Denton, Texas	Building and grounds to accommodate 400 pupils, pure artesian water	To be made by Legislature	
San Marcos, Texas	Chautauqua Hill (11 acres) buildings and improvements thereon		
Canyon, Texas	5 acres of land	$79,000	$1,500 locating committee, $50,000 buildings, $27,500 salaries
Commerce, Texas	5 acres with 3-story brick dormitory, 10 acres and water. To maintain school until next legislature makes appropriation	$80,000	Purchase of East Texas Normal College
Alpine, Texas	10 acres within 3 miles of county court house	$240,000 Leg. to make future approps.	$200,000 building, etc.,,$40,000 maintenance
Nacogdoches, Texas	50 acres of land	Leg. to make future approps.	Expenses for locating committee*

*Other appropriations repealed.

enabling act. It stated that $2,000 should be the maximum principal's salary and $1500 the maximum salary for assistants. It also stated that the school should receive aid from the Peabody Fund.

Boards of control.- Provisions for governing boards were made in the various enabling acts of the legislature for the normal schools in the Gulf States.

The act establishing the school at Florence, Alabama, did not mention a board[1], but an act approved the same day and probably passed at the same time created a board for the school and defined its duties.[2] In the case of the Livingston Female Seminary, at Livingston, Alabama, the state accepted the trustees of the seminary and provided that the trustees should fill their vacancies by their own election.[3] The other boards were independent, and in the case of Florence,[4] Jacksonville,[5] and Troy[6] the term

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[1]Acts passed by the Board of Education of Alabama, 1872, pp.27-28. Montgomery: Arthur Bingham, 1873.

[2]Ibid., 24-26.

[3]Acts of the General Assembly of Alabama, 1882-83, pp.523-26. Montgomery: W. D. Brown and Co., 1883.

[4]Acts passed by the Board of Education of Alabama, 1872, pp.27-28. Montgomery: Arthur Bingham, 1873.

[5]Acts of the General Assembly of Alabama, 1882-83, pp.520-22. Montgomery: W. D. Brown and Co., 1883.

[6]Acts of the General Assembly of Alabama, 1886-87, pp.959-962. Montgomery: W. D. Brown and Co., 1887.

of office depended upon their own action. The several boards of trustees of these last three schools were named in the enabling act and the state superintendent was designated a member of each of them.

The Board of Administrators of the Louisiana State Normal College consisted of five members and the president of the school, who was an ex-officio member. These trustees were appointed by the state board of education and were to hold their office for a term of four years. Vacancies were to be filled by the state board of education.[1]

The first Mississippi normal school was established in Hattiesburg in 1910,[2] the other at Cleveland in 1924.[3] The enabling act for the former provided for a board of trustees, one to be selected from each congressional district to be appointed by the governor and confirmed by the senate; the trustees for the latter were appointed in the same manner but were to be two from each of the first, second, and third senatorial districts and two from the state at large. The governor was president of the boards and the state superintendent was a member of each. The appointive members held

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[1] Acts of the General Assembly of Louisiana, 1884, pp.60-62. Baton Rouge: Leon Jastremski, 1884.

[2] Laws of the State of Mississippi, Special Session, 1910, pp.105-109. Nashville: Brandon Printing Co., 1910.

[3] Laws of the State of Mississippi, 1924, pp.512-15. Nashville: Brandon Printing Co., 1924.

their office for six years, one-half of the members going out at alternate three year periods. Vacancies on the boards were to be filled by the governor.

In Texas the enabling acts establishing schools at Huntsville,[1] Denton,[2] San Marcos,[3] and Canyon[4] provided that the State Board of Education should act as a board of directors for the normal schools. In addition to the State Board there was a local board of three members for the aforementioned normals, whose duty it was to have general supervision of the school. The law passed in 1901[5] for this school created the local board and provided for other details of management. The last three teacher-training institutions established in Texas were to be governed according to the laws governing the State Board of Normal Regents.

In general the duties of the boards of directors as listed in the acts were similar. In most cases they were to organize a school and put it into operation. Provisions were also made for the election of the presidents and teachers

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[1] General Laws of the State of Texas, 1879, pp.182-83. Published by authority, 1879.

[2] General Laws of the State of Texas, 1899, pp.74-75. Austin, Texas: Von Boeckmann, Moore and Schutze, 1899.

[3] Ibid., 175-76.

[4] General Laws of the State of Texas, 1909, pp.235-38. Austin, Texas: Von Boeckmann-Jones Co., 1909.

[5] General Laws of the State of Texas, Regular Session, 1901, p.34. Austin, Texas: Von Boeckmann-Schutze & Co., 1901.

of the institutions, together with the right to determine the salaries. Table VI shows the title, mode of selection and compensation of the boards of control. Table VII shows the duties of these boards as prescribed in the enabling acts.

Admission and tuition.- The enabling acts of each of the normals established before 1899 contained provisions concerning the minimum age of the applicants for admission; after that date this provision was not mentioned. Each of the Alabama acts required the applicant for admission to pass an examination. The general policy since 1899 has been to leave the question of admission qualifications to the boards of control.

Previous to 1899 the enabling acts for all the normals established in the Gulf States provided that those students who desired free tuition must pledge themselves to teach in the public school system of the state. After that date no mention was made of free tuition except for the Hattiesburg normal school in Mississippi. In 1910 when this college was established at Hattiesburg, its enabling act was slightly different in that it provided for free tuition to those who would teach three years in the public schools of the state, two years of which should be in the rural schools of the respective home counties of the students if they could

TABLE VI

MODE OF SELECTION AND COMPENSATION OF BOARDS OF CONTROL AS SHOWN IN THE ENABLING ACTS

Location of School	Title Given Board of Control	Number	How Chosen	Term of Office	Vacancy Filled by	Compensation
Florence, Alabama	Trustees	10	Named in Act	Pleasure of Board	Board	None
Huntsville, Texas	Board of Education					
Livingston, Alabama	Trustees	7			Board	None.
Jacksonville, Alabama	Trustees	12	Named in Act	Pleasure of Board	Board	None
Natchitoches, Louisiana	Board of Administrators	5	Appointed by State Board of Education	4 years	State Board	
Troy, Alabama	Trustees	10	Named in Act	Pleasure of Board	Board	None
Denton, Texas	State Board of Education					
San Marcos, Texas	State Board of Education					
Canyon, Texas	State Board of Education					
Hattiesburg, Mississippi	Trustees	1, each Congressional Dist.	Appointed by Governor and Senate	4 for 3 yrs., rest for 6. Afterwards, 6.	Gov.	Expenses
Commerce, Texas	Board of Normal Regents					
Alpine, Texas	Board of Normal Regents					
Nacogdoches, Texas	Board of Normal Regents					
Cleveland, Mississippi		2, each, from 1st 3 Supreme Ct. Districts, 2 from State		4 for 3 yrs., rest for 6. Afterwards, 6.	Gov.	Expenses

TABLE VII

PRINCIPAL DUTIES OF BOARDS OF CONTROL OF NORMAL SCHOOLS IN THE GULF STATES AS SHOWN IN ESTABLISHING ACTS

Name of School	Date of Approval of Enabling Act	Determine Certificate Standards	Make Admission Requirements	Prescribe Curriculum	Fix Salaries	Elect President and Faculty	Contract for Buildings	Dispose of All Monies	Treasurer to give Bond	Control School	Organize School
Florence, Alabama	Dec. 14, 1872	...	...	...	..	x	..	x	x	x	x
Huntsville, Texas	Apr. 21, 1879	x	x	...	x	x	..	x	..	x	x
Livingston, Ala.	Feb. 22, 1883	...	...	...	..	x	..	x	x	x	x
Jacksonville, Alabama	Feb. 22, 1883	...	...	...	..	x	..	x	x	x	x
Natchitoches, La.	July 7, 1884	...	...	...	x	x	..	x	..	x	..
Troy, Alabama	Feb. 26, 1887	...	...	...	..	x	..	x	x	x	x
Denton, Texas	Mar. 31, 1899	...	x	x	x	x		x	..	x	x
San Marcos, Tex.	May 10, 1899	...	x	...	..	...	..	..	..	x	x
Canyon, Texas	Mar. 31, 1909	x	...	x	x	x	x	..	..	x	x
Hattiesburg, Miss.	Mar. 10, 1910	...	...	x	x	x	x	x	x	x	..
Commerce, Texas	Apr. 4, 1917	...	...	...	..	...	..	..	..	x	..
Alpine, Texas	Apr. 4, 1917	...	...	...	..	x	x	..	..	x	x
Nacogdoches, Tex.	Apr. 4, 1917	...	...	...	..	x	x	..	..	x	x
Cleveland, Miss.	Apr. 9, 1924	...	x	x	x	x	..	x	x	x	..

secure a school there.[1] There was no mention of teaching in rural schools in the other statutes founding the different schools. Table VIII shows admission and tuition provisions of the enabling acts.

Certificates and diplomas.- A difference is noticed in the provisions with respect to certificates and diplomas in the acts establishing normal schools in the Gulf States. Summarizing these acts one finds that (1) all the Alabama schools were authorized to give a certificate at the completion of the course; (2) the Louisiana normal school was authorized to give a diploma good for three years and subject to renewal; (3) Mississippi authorized all teacher-training institutions to give a first grade certificate good for five years, and upon completion of the course of study a permanent certificate; (4) all of the Texas certificate requirements were to be made by the board.

Courses of study.- It was the usual policy of the legislatures of the Gulf States to place in the enactments creating the teacher-training institutions requirements concerning the course of study. By count, nine of the fourteen enabling acts have such provisions. With one exception each of the nine acts required courses in the theory and practice of teaching. Two of the Texas normals were

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[1] Mississippi Laws, Special Session, 1910, pp.105-10. Nashville: Brandon Printing Co., 1910.

TABLE VIII

ADMISSION AND TUITION PROVISIONS IN THE ENABLING ACTS

	Applicants	Tuition
Alabama (All Schools)	Must be 15 years.* Must pass examination.	Free if teach two years in Public Schools of State.
Louisiana	Must be 18 years. Must have common school education and intend to teach 1 year in Public Schools of State.	Free
Hattiesburg, Mississippi.	Must have finished Public School	Free if teach 3 years in Public Schools of State.
Cleveland, Mississippi.	Must have finished Public School.	To be prescribed by Board.
Huntsville, Texas.	Must be 16 years. Must be resident of State, good moral character.	Free if teach as many years in State as go.
Denton, Texas.	Admission to be decided by Board.	
San Marcos, Texas.	Under control of State Board of Education.	
Commerce, Alpine, and Nacogdoches, Texas.	To be controlled according to the laws governing the Board of State Normal Regents.	

*Age for Livingston, 14.

required to offer the courses which the State Board of Education had power to prescribe; the other statutes contained no mention of curricula.

Quotations from the several enabling acts will best show the extent to which the legislatures went to prescribe the courses of study for the normal schools or teachers colleges:

Florence, Alabama:

> ....It shall be the duty of said faculty to establish a course of instruction with special reference to educating teachers in the theory and practice of teaching.[1]

Livingston,[2] Jacksonville[3] and Troy:[4] the enabling acts for all these institutions contain the same provision as is found in the enabling act for Florence except that the word "study" is substituted for the word "instruction."

Natchitoches, Louisiana:

> The course of studies in the Normal School shall embrace series of lectures upon the principles of education, the art and science of teaching, modes of discipline,

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[1] Acts passed by the Board of Education of the State of Alabama, 1872, p.25. Montgomery: Arthur Bingham, 1873.

[2] Acts of the General Assembly of Alabama, 1882-83, p.525. Montgomery: W. D. Brown and Co., 1883.

[3] Ibid., 521.

[4] Acts of the General Assembly of Alabama, 1887, p.960. Montgomery: W. D. Brown and Co., 1887.

school management, and other branches of pedagogic science with such instruction in natural science, hygiene, physiology, and other useful branches of learning, as the faculty of instruction, with the approval of the board of administrators, may elect. The Normal School course may be divided into two years, but there shall be no preparatory department,....[1]

Hattiesburg, Mississippi:

The object of the said Mississippi Normal College shall be to qualify teachers for the public schools of the state, by imparting instruction in the art and practice of teaching in all branches of study which pertain to the common school education, and such other studies as the board of trustees may from time to time prescribe. ....The course in such school shall always be confined or restricted to a strictly normal or professional course for training teachers to teach in the public schools of the State. ....The President shall be held as professional adviser of the board of trustees of all matters pertaining to the.... course of study,.... The course of instruction in said Mississippi Normal College shall be so arranged as to fall into two divisions; the satisfactory completion of the first of said divisions shall be evidenced by a certificate, and the satisfactory completion of the second by a diploma.[2]

Cleveland, Mississippi:

Same as for Hattiesburg, Mississippi.[3]

Huntsville, Texas:

The creating act does not mention the course of study.[4]

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[1]Acts passed by the General Assembly of the State of Louisiana, 1884, p.61. Baton Rouge: Leon Jastremski, 1884.

[2]Laws of the State of Mississippi, 1910, pp.105-108. Nashville: Brandon Printing Co., 1910.

[3]Laws of the State of Mississippi, 1924, pp.512-515. Jackson, Mississippi: Tucker Printing House, 1924.

[4]General Laws of the State of Texas, 1879, pp.182-83. Published by authority, 1879.

Denton, Texas:

The State Board of Education shall have power to prescribe rules and regulations for the management, control and discipline of said State normal school; to prescribe courses of study and text-books for the same.[1]

Canyon, Texas:

....The State Board of Education shall, after consultation with the president of the West Texas State Normal College, meet and decide what departments shall be established in said Normal college.[2]

San Marcos,[3] Commerce,[4] Alpine,[5] Nacogdoches,[6] Texas:

None of the acts for these colleges made any mention of the course of study.

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[1]General Laws of the State of Texas, 1899, pp.74-75. Von Boeckmann, Moore and Schutze, 1899.

[2]General Laws of the State of Texas, 1909, p.237. Von Boeckmann-Jones and Co., 1909.

[3]General Laws of Texas, 1899, pp.175-76. Austin, Texas: Von Boeckmann, Moore and Schutze, 1899.

[4]General Laws of Texas, 1917, pp.438-40. Austin, Texas: A. C. Baldwin and Sons, 1917.

[5]Ibid., 442-44.

[6]Ibid., 427-29.

CHAPTER VII

LOCATION OF THE NORMALS

In order to determine what policy or principles were followed in locating the different normals in the Gulf States the data must be examined and the following questions answered: (1) Did the location follow a survey made by competent individuals using scientific methods? (2) Where the normal was located by committee, were any of the members interested in particular localities? (3) Was the school located strategically to serve the public school needs of the largest number in that section of the state? (4) Did the town in which the school was located furnish an adequate number of pupils for a practice school? (5) Were the distances from other normal schools given consideration? (6) Was the institution located on the border of the state? (7) Were the railroad facilities of the town sufficient? (8) Were the inducements offered by the town to secure the location a prime consideration?

This study will be made by states rather than by the entire group or by individual normal schools.

Alabama

An examination of the procedure followed in Alabama in locating the normal schools of the state discloses the fact that there was little or no attempt to locate the institutions scientifically. No survey was

made in order to determine the most logical location for any of the schools. Since the location of each school was by a legislative enactment, it is not likely that any committee was appointed to make a study of conditions.

Territory served by the normals.- The State Normal School Board of Alabama declared in its report,[1] January, 1919, that the active field of operations of each of the four normals comprehended certain designated counties. The several schools and their respective counties with the population of each county as given by the Tenth Census, 1880, are shown in Table IX and Figure 6.

A comparison of the population of the territory of each of the colleges indicates that from this standpoint they are fairly well placed. The Jacksonville district had the largest white population, 204,937, while Livingston had the smallest, 146,018. This handicap of the Livingston school, however, was further increased by the fact that it was only about ten miles from the Mississippi state line.

Practice school facilities.- Practice school facilities necessarily depend upon the white population of the towns in which the schools are located. Normal schools "should be located in a town large enough to

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[1] Report of the Board of Trustees of the State Normal Schools to the Legislature of Alabama, January, 1919, p.7. Issued by the State Normal School Board, 1919.

TABLE IX

THE WHITE POPULATION OF THE COUNTIES IN THE TERRITORIES OF THE FOUR ALABAMA STATE NORMALS

FLORENCE		JACKSONVILLE	
Colbert	9,203	Blount	14,210
Cullman	6,312	Calhoun	14,134
Fayette	8,873	Chambers	11,364
Franklin	8,079	Cherokee	16,418
Jackson	21,074	Chilton	8,651
Jefferson	18,219	Clay	11,870
Lamar	9,967	Cleburne	10,308
Lauderdale	14,173	Coosa	10,050
Lawrence	12,642	DeKalb	11,993
Limestone	11,637	Etowah	12,896
Madison	18,591	Jefferson	18,219
Marion	8,841	Marshall	13,084
Morgan	11,758	Randolph	13,155
Shelby	12,253	St. Clair	11,621
Walker	8,978	Talladega	10,856
Winston	4,236	Tallapoosa	16,108
Total	184,836	Total	204,937

LIVINGSTON		TROY	
Bibb	5,887	Autauga	4,397
Choctaw	7,390	Baldwin	4,890
Clarke	7,718	Barbour	13,091
Dallas	8,425	Bullock	6,944
Greene	3,765	Butler	10,684
Jefferson	18,219	Coffee	6,831
Marengo	7,277	Conecuh	6,224
Mobile	27,187	Covington	4,968
Monroe	7,780	Crenshaw	9,118
Perry	7,150	Dale	10,553
Pickens	9,132	Elmore	8,747
Tuscaloosa	15,216	Escanibia	4,106
Washington	2,807	Geneva	3,829
Wilcox	6,711	Henry	11,994
Hale	4,903	Lee	12,217
Sumter	6,451	Lowndes	5,645
Total	146,018	Macon	4,587
		Montgomery	13,457
		Pike	14,368
		Russell	6,182
		Total	162,822

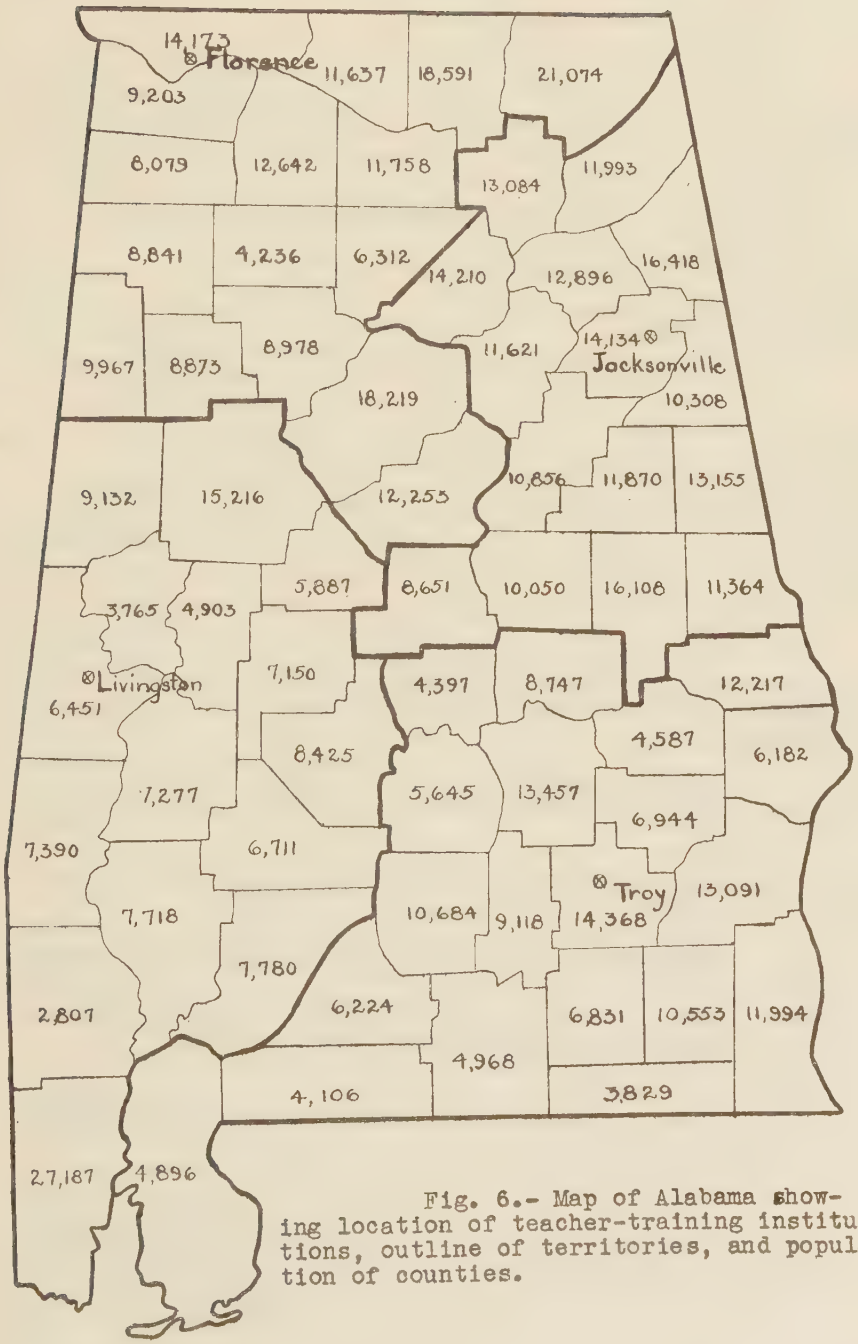

Fig. 6.- Map of Alabama showing location of teacher-training institutions, outline of territories, and population of counties.

provide more than adequate practice teaching facilities for any number of teachers that the area might need at any time in the future."[1] This was one of the principal reasons for discontinuing[2] the Daphne, Alabama, normal school, established in 1907.[3]

The Florence, Alabama, school was established in 1872;[4] in 1870 the town had a population of 2,528.[5] Institutions at Jacksonville[6] and Livingston, Alabama,[7] were made state normal schools in 1882; in 1880 Jacksonville had a population of 882[8] and Livingston a population

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[1]Charles H. Judd and Samuel C. Parker, Problems Involved in Standardizing State Normal Schools, p. 23. Bureau of Education No. 12. Washington: Government Printing Office, 1916.

[2]An Educational Study of Alabama, p. 379. Bureau of Education No. 41. Washington: Government Printing Office, 1919.

[3]General Laws of the Legislature of Alabama, 1907, pp. 268-272. Montgomery: Brown Printing Co., 1907.

[4]Acts passed by the Board of Education of Alabama, 1872, pp. 27-28. Montgomery: Arthur Bingham, 1873

[5]Ninth Census, Statistics of Population, 1870, p. 80. (Authorized), Washington: Government Printing Office, 1872.

[6]Acts of the General Assembly of Alabama, 1882-83, pp.520-22. Montgomery: W. D. Brown and Co., 1883.

[7]Ibid., 523-26.

[8]Compendium of the Tenth Census, 1880, p. 61 (Authorized), Washington: Government Printing Office, 1885.

of 738.[1] The State Normal School at Troy, Alabama, was established in 1886;[2] Troy in 1880 had a population of 2,294.[3]

From this statistical information and the criterion of Judd and Parker it is evident that at the time the schools were created only two of the towns, Florence and Troy, could offer anything near adequate practice teaching facilities.

Distances from other normals.- In respect to distances from the other normals the Alabama schools were better located. Figure 7 shows these distances. By direct route it is 150 miles from Florence to Livingston; 125 from Florence to Jacksonville; 224 miles from Florence to Troy; 162 miles from Livingston to Jacksonville; 138 miles from Livingston to Troy, and 138 miles from Jacksonville to Troy. From these figures it is seen that no school is nearer each to the other than 125 miles.

The Daphne normal on Mobile Bay, was favorably located regarding distances from the other schools. By air line the normal was 135 miles from Troy and 132 miles from Livingston, the two nearest teachers colleges.

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[1] Ibid., 67.

[2] Acts of the General Assembly of Alabama, 1886-87, pp.959-62. Montgomery: W. D. Brown and Co., 1887.

[3] Compendium of the Tenth Census, 1880, p. 66. Washington: Government Printing Office, 1885.

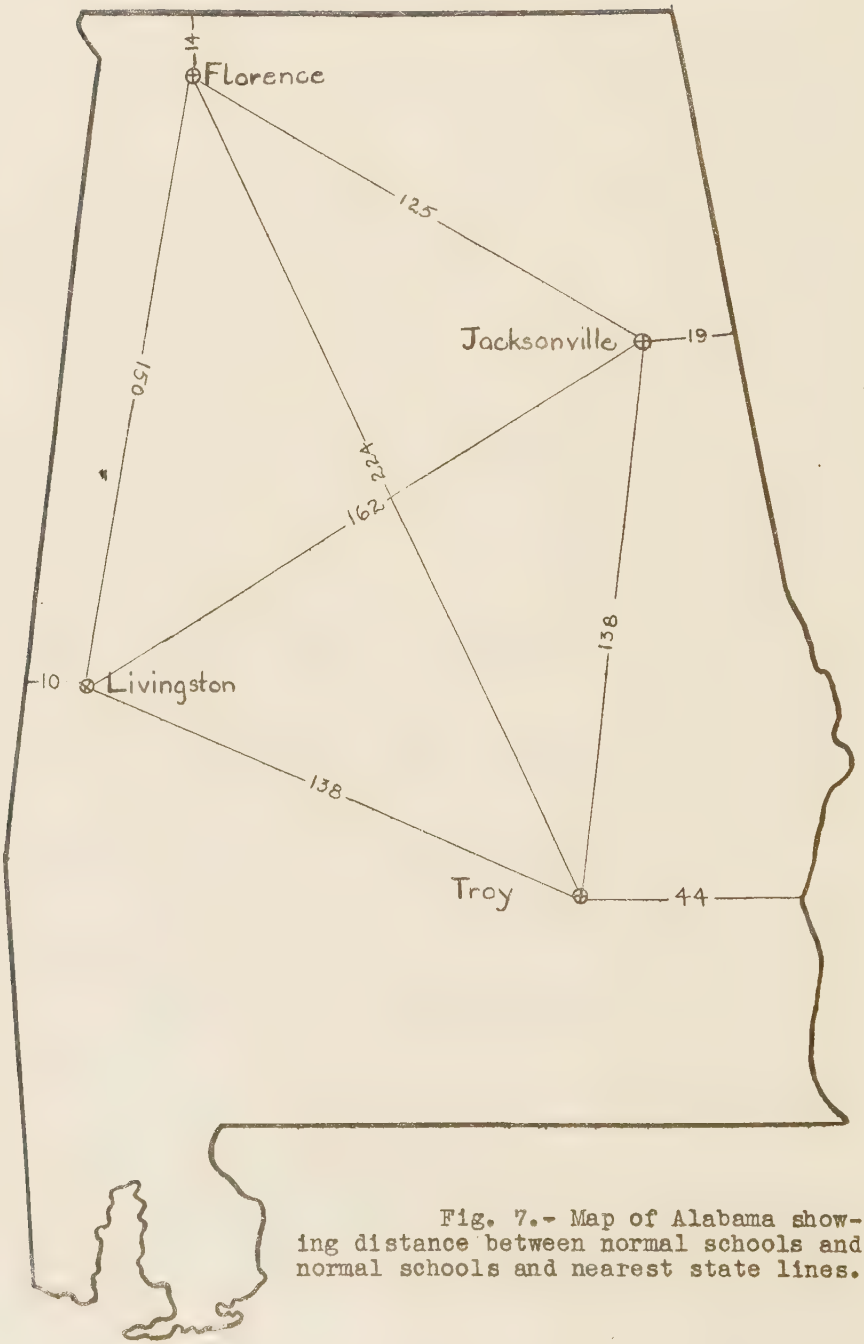

Fig. 7.- Map of Alabama showing distance between normal schools and normal schools and nearest state lines.

Factors other than near competing schools operated to close the institution. One of these, lack of practice facilities, has been mentioned. Others will be discussed later.

The State of Alabama attempted to operate a normal school at Moundville. The report of the Survey of Alabama made by the United States Bureau of Education in 1919 recommended that the Moundville school be discontinued, pointing out that this school was only "43 miles by air line from Livingston and only 14 miles from Tuscaloosa, the seat of the State university."[1] The experience with this normal school indicates that the State of Alabama had given little or no consideration to distance from one school to another in locating the institution and had wasted money in ignoring this important factor.

Location with reference to the border of the state.- It appears that Alabama has given little consideration to location relative to the state lines. It is fourteen miles from Florence to the nearest border of the state; ten miles from Livingston to the nearest border, nineteen miles from Jacksonville to the nearest border, and forty-four miles from Troy to the nearest border. With the exception of Troy all the schools are less than twenty miles from the border.

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[1] An Educational Study of Alabama, p. 379. Bureau of Education No. 41. Washington: Government Printing Office, 1919.

Railroad facilities.- Railroad facilities may have been taken into consideration in the establishing of the present teacher-training institutions in Alabama:

> Florence is easily accessible from any part of the State. The main line of the Southern Railway from Memphis to Chattanooga passes through Sheffield, and all passenger trains are met there by electric cars which deliver passengers in Florence in about twenty minutes. Passengers coming from below Birmingham may come by the Louisville & Nashville to Decatur and change there for the Southern or may come by the Northern Alabama to Sheffield. The Louisville & Nashville enters the city from the north, with connections at Columbia, Tenn.[1]

Jacksonville is on the Southern Railway, and the Seaboard Air Line.[2]

> Troy offers advantages as an educational center such as few towns present. Situated at the intersection of the Atlantic Coast Line System and the Central of Georgia Railroads, it is easily accessible from north, south, east and west.[3]

> Livingston is situated on the Alabama Great Southern Railroad, one hundred and sixteen miles south of Birmingham, and thirty-seven miles east of Meridian, Miss. Students who come from a locality north of Livingston should come by Birmingham and Tuscaloosa. Those who come from the eastern part of the State should come from Montgomery and Selma either by York or Akron.[4]

The Survey Report of 1919 discussing the advisibility of discontinuing the Daphne normal school pointed out

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[1] State Normal College and the City of Florence, Alabama, p. 7. Vol. I. No. 3. Issued by the Alabama State Normal College, 1912.

[2] Catalogue of the State Normal School, Jacksonville, Alabama, 1904-05, p. 32. Piedmont, Alabama: Piedmont Printing Co., 1904.

[3] Bulletin of the State Normal School, Troy, Alabama, 1914, p.10. Published by the State Normal School, 1914.

[4] State Normal School Quarterly, p. 16. Vol. VII. No. 1. Livingston, Alabama: State Normal School, 1915.

that "so far as actual travel is concerned, it is located at a place little frequented, save by tourists, as is usual with places off the railroad and not along lines of commercial travel."[1] Later a legislative committee condemned the school because of its isolated location.[2] This school was discontinued in 1929.

Inducements offered by the town.- Evidence indicates that the moving force in the location of normal schools in Alabama was the material offers made to the state. S. L. Russell in 1887 made an attack upon the normal schools of Alabama. Probably his statements are exaggerated, but some of them are worthy of a degree of consideration.

> In a neighboring town they have tried time and again to build up a good school. But time and again they have failed. They have a good house, but they find out that brick and mortar do not constitute a school. By and by some one conceives the idea of getting the legislature to appropriate a few thousand dollars of the school fund of the State to help run a school in this otherwise useless house. It is questioned whether the legislature will do such a thing or not. What kind of argument, it is asked, can be used to induce them to take the school fund from the children to whom it belongs and give it to us? This difficulty is removed by suggesting that the town will give the house to the State on condition that the State will establish and maintain a Normal school in it. Matters are all arranged. The legislature accepts the house and establishes the school. And after it is all over we are asked to believe that it was done in order

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[1] An Educational Study of Alabama, p. 379. Bureau of Education No. 41. Washington: Government Printing Office, 1919.

[2] Report of Joint Recess Legislative Committee on Education, July 13, 1923, to the Legislature of Alabama, Regular Session, 1923, p. 39. Legislative Document No. 11. Montgomery: Brown Printing Co., 1923.

to furnish well trained teachers for the public schools of the State.[1]

The Methodist Episcopal Church operated the Florence Wesleyan University in Florence, Alabama, from 1855 to 1861, but during the Civil War the endowment was lost, and after several ineffectual attempts to keep the college open,[2] it was deeded in 1873 by the Church to the State on condition that it be used for the training of teachers.[3]

The legislative enactment creating the Jacksonville normal school in 1883 contained the following statement:

> That there be permanently established in the Calhoun college building at Jacksonville....a school for the education of white male and female teachers....and there shall be annually appropriated....twenty-five hundred dollars....but no portion of the same shall be for any other purpose than the payment of the salaries of the faculty.[4]

The same year the General Assembly of Alabama also passed a statute accepting the use of the Livingston Female Academy as a normal school.[5] The appropriation in

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[1] S. L. Russell, The Normal School Question, p.3. Rome, Georgia: Courier Job Office Print, 1887.

[2] Thomas McAdory Owen, A History of Alabama and Dictionary of Alabama Bibliography, p.600. Vol. I. Chicago: S. J. Clarke Publishing Co., 1921.

[3] An Educational Study of Alabama, p.41. Bureau of Education No. 41. Washington: Government Printing Office, 1919.

[4] Acts of Alabama, 1882-83, p.520. Montgomery: W. D. Brown and Co., 1883.

[5] Ibid., 523.

this law was restricted to the payment of the salaries of the teachers, and the necessary appliances and text books for instruction.[1]

The legislature of Alabama at the session of 1886-87 established at Troy a teacher-training institution upon the condition that the citizens of Troy should provide and keep in repair suitable buildings and grounds, and place the buildings and grounds under the control of the board of directors created by the act. This move on the part of the legislature was evidently the result of the solicitation and offers of Troy because the town asked for the school.[2]

Louisiana

Since only one normal school has been established by the State of Louisiana, the study of the method used in locating this institution is easier than in the case of Alabama. The data relating to the locating of the Louisiana normal school at Natchitoches in 1884[3] do not reveal the use of scientific methods. The enabling act provided

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[1] Ibid., 523-24.

[2] The Palladium, p. 10. Troy, Alabama: Troy Normal School, 1912.

[3] Acts passed by the General Assembly of the State of Louisiana, 1884, pp. 60-62. Baton Rouge: Leon Jastremski, 1884.

for the location of the normal by a committee composed of the members of the Board of Education of the State of Louisiana. The personnel of the State Board of Education at that time consisted of Governor S. D. McEnery, ex-officio president, Warren Easton, State Superintendent of Education and secretary of the board, Lieutenant-Governor Clay Knoblock, Oscar Arroyo, Secretary of State, M. J. Cunningham, Attorney General, J. J. Mellon, and R. N. Simms.[1] The data available do not indicate that any of these men were residents of Natchitoches.

Territory served by the normal.- The town of Natchitoches is located in the central western part of the state. The population in the western and northern part of the state is better served by the institution from the standpoint of geographical location than is the southeastern part. Figure 8 shows the white population of the state by counties and indicates that the school is not located near the center of population.

Practice school facilities.- The white population of the town of Natchitoches in 1880 was 2,785.[2] Since the number of inhabitants is well over 1,000 the town is of sufficient size to furnish adequate laboratory facilities

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[1] Pettis, op. cit., p.2.

[2] Compendium of the Tenth Census, 1880, p. 163. Washington: Government Printing Office, 1883.

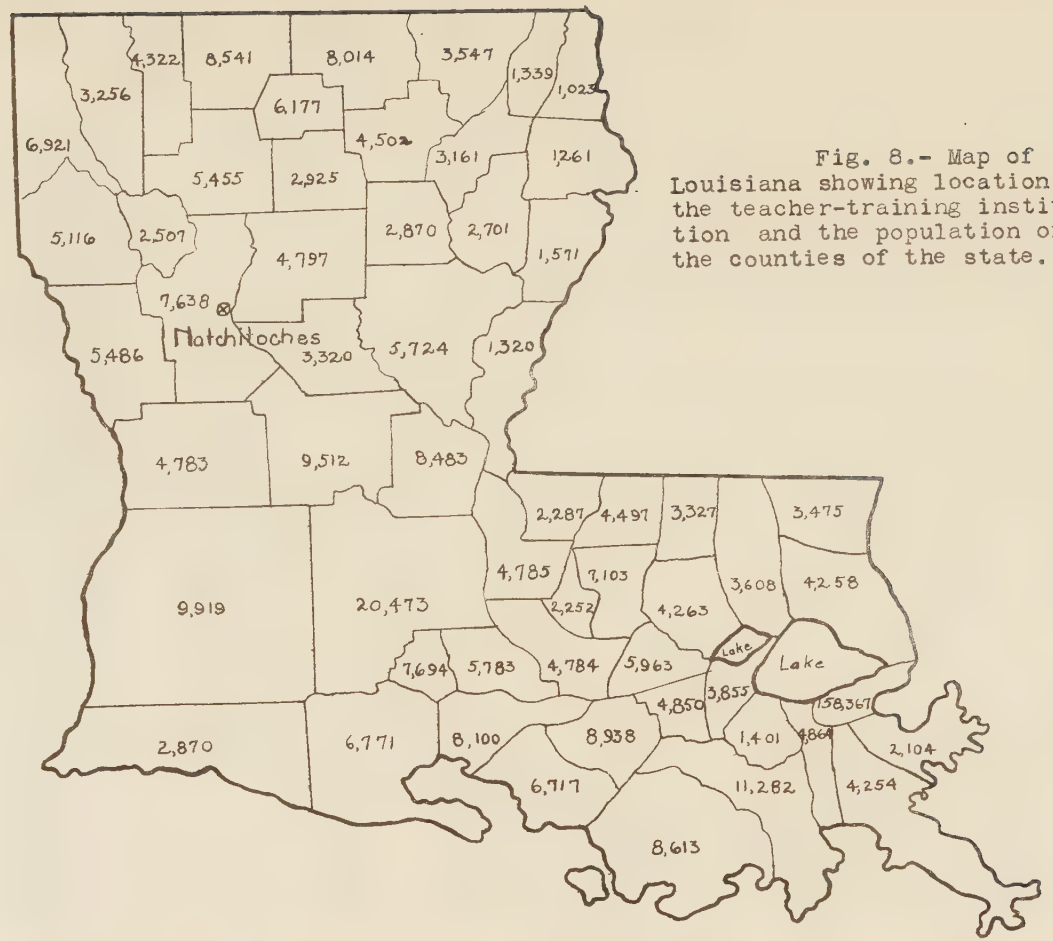

Fig. 8.- Map of Louisiana showing location of the teacher-training institution and the population of the counties of the state.

for observation, participation and practice teaching.[1]

Location with reference to the border of the state.- The town of Natchitoches is not centrally located with respect to the borders of the state. Two counties, Bienville and Claiborne, separate it from the northern boundary, while Vernon, Allen, Jefferson Davis, and Cameron lie between it and the southern boundary. Only one county intervenes on the west between Natchitoches and the Texas line. On the east there is the width of four counties intervening. These facts indicate that Natchitoches lies too near the northern and western boundaries to be an ideal location for a teachers college intended to serve the entire state. This is particularly true because of its western position. Figure 9 shows that the location is only forty miles from the Texas state line.

Railroad facilities.- The main line of the Texas and Pacific Railway runs through Natchitoches.[2] Since this is a trunk line the town has very good railway facilities.

Inducements offered by the town.- The enabling act creating the normal college stated:

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[1]Harry Christopher Humphreys, The Factors Operating in the Location of State Normal Schools, p. 88. Teachers College, Columbia University, Contributions to Education, No. 142. New York City: Teachers College, Columbia University, 1923.

[2]N. W. Ayer, Directory of Newspapers and Periodicals, p. 396. Philadelphia: N. W. Ayer and Sons, 1930.

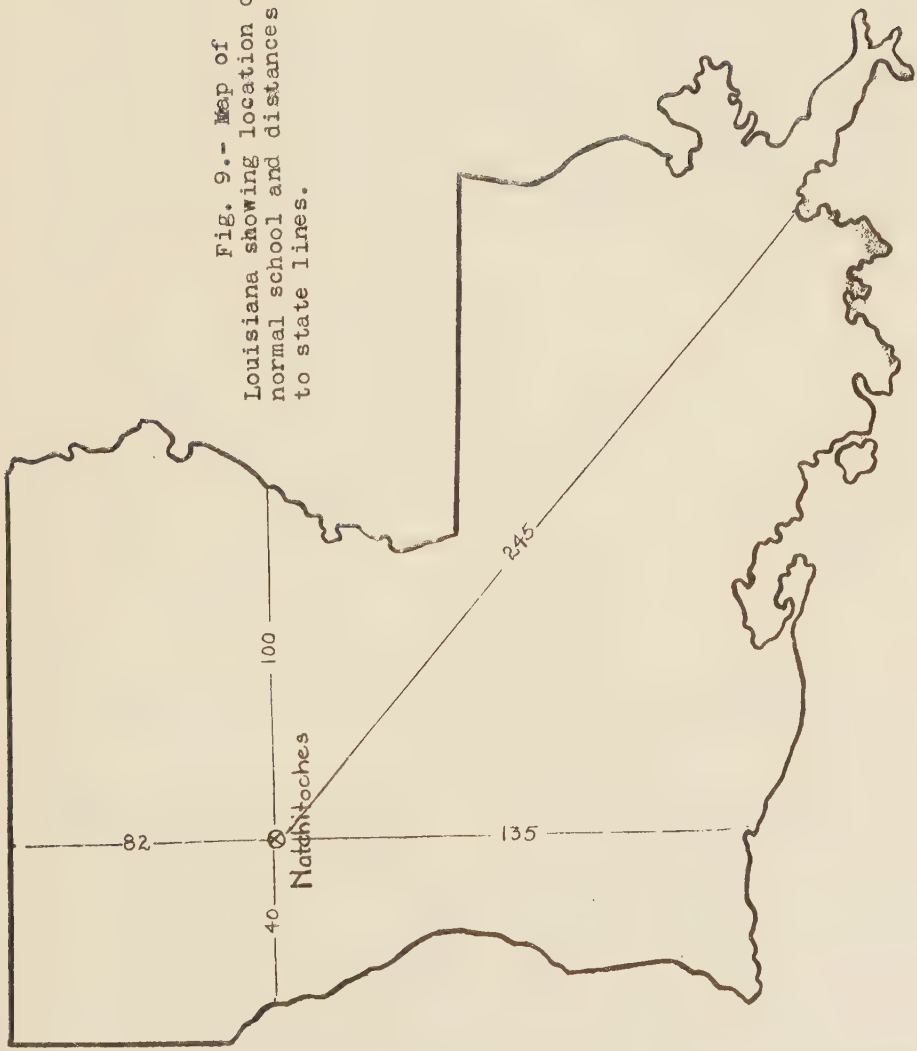

Fig. 9.- Map of Louisiana showing location of normal school and distances to state lines.

That accomodations for said normal school shall be furnished by the city of -----, through its board of school directors and there shall be no expense to the State for such accommodations, nor shall any part of the appropriation made for the support of the school be expended in the case of erection, purchase or rent of any immovable property for use of said school....that immediately after the promulgation of this act the State board of education shall proceed to select a town, city or village in which the said normal school shall be located, taking into consideration its healthfulness, convenience of access, and the liberality of the inhabitants in furnishing the building, or the means for the erection thereof, and this selection shall be binding on the board of administrators.[1]

An invitation was sent to each parish to enter into competition for the school. The parishes of Orleans, Bossier, Claiborne, Caddo, and Natchitoches made bids for the school.[2] Natchitoches supplied the building formerly belonging to the nuns of the Order of the Sacred Heart.[3] The site for the building consisted of one hundred acres of land.[4]

Mississippi

Survey.- The normal established at Hattiesburg,

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[1]Acts passed by the General Assembly of the State of Louisiana, 1884, pp.60-62. Baton Rouge: Leon Jastremski,1884

[2]Biennial Report of the State Superintendent of Public Education, to the General Assembly, 1884-1885, p. ix. Baton Rouge: Leon Jastremski, 1886.

[3]Edwin Whitfield Fay, The History of Education in Louisiana, p. 113. Bureau of Education No. 1. Washington: Government Printing Office, 1898.

[4]Biennial Report of the State Superintendent of Public Education to the Governor and to the General Assembly, 1909-10, and 1910-11, p. 149. Baton Rouge: Ramires-Jones Printing Co., 1912.

Mississippi, in 1910[1] was located by the trustees of the institution. There was nothing in the enabling act to indicate that this board of trustees was to make itself or was to engage some one to make for it an educational survey of Mississippi in order properly to determine the location of the college. There was nothing in the first report of the board to indicate that such a survey was made.[2]

The Delta State Teachers College was located at Cleveland, Mississippi, by a committee composed of two members of the senate to be named by the lieutenant governor and three members of the house to be named by the speaker. No provision was made for the assistance of a survey.

Interests of locating committee.- The board of trustees, which located the college at Hattiesburg, was composed of one member from each congressional district of the state, and of the governor, and the state superintendent of education, serving ex-officio.[3] While no attempt was made to exclude members from voting when they were particularly interested in some town because it was

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[1] Laws of Mississippi, 1910, pp. 105-109. Nashville: The Brandon Printing Co., 1910.

[2] First Biennial Report of the Trustees of the Mississippi Normal College, 1912, (From office of the President of State Teachers College, Hattiesburg, Mississippi.)

[3] Laws of Mississippi, 1910, p. 105. Nashville: The Brandon Printing Co., 1910.

in their district, it is worthy of note that none of the members were residents of Hattiesburg, the place selected.[1]

In the case of the Delta College the enabling act[2] made no provision for the exclusion from membership on the committee of those members of the legislature who might be particularly interested in certain locations for other than educational reasons.

Service to territory.- By drawing two circles on the map, each with a radius equal to one-half the distance between Hattiesburg and Cleveland with a straight line perpendicular to a line connecting these two points, an attempt was made to determine the counties in the respective districts of the two colleges. The white population of these counties from the 1920 census is shown in Table X and Figure 10. From these tables it is seen that the white population of the Cleveland district is almost a hundred thousand more than the Hattiesburg territory.

Since Hattiesburg was established in 1910[3] and Cleveland in 1924,[4] the evidence in the preceding paragraph

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[1]First Report of the Trustees of the Mississippi Normal College, 1912.

[2]Laws of Mississippi, 1924, pp. 512-15. Jackson, Mississippi: The Tucker Printing House, 1924.

[3]Laws of Mississippi, 1910, pp. 105-09. Nashville: The Brandon Printing Co., 1910.

[4]Laws of Mississippi, 1924, pp. 512-15. Jackson, Mississippi: The Tucker Printing House, 1924.

TABLE X

THE WHITE POPULATION OF THE COUNTIES IN THE TERRITORIES OF THE TWO MISSISSIPPI STATE NORMALS

HATTIESBURG		CLEVELAND	
Walthall	7,789	Boliver	10,049
Kemper	8,417	Washington	9,406
Neshoba	15,877	Issaquena	702
Scott	10,230	Warren	12,045
Rankin	8,969	Yazoo	10,519
Claiborne	3,425	Sharkey	2,392
Jefferson	3,987	Humphries	3,410
Adams	6,931	Sun Flower	11,917
Wilkinson	4,004	Quitman	4,800
Frankland	8,539	Panol	10,093
Copiah	13,567	Tate	8,066
Simpson	12,105	Coahoma	6,242
Smith	13,584	Tuneca	2,151
Newton	13,663	De Sota	5,900
Lauderdale	27,144	Marshall	7,264
Jasper	9,634	Benton	5,213
Wayne	10,016	Tepah	13,020
Pearl River	11,220	Alcorn	17,263
Clarke	10,700	Tishmingo	14,181
Jackson	14,351	Prentis	15,170
Harrison	24,984	Union	15,781
Jones	23,783	Lafayette	11,279
Covington	10,593	Yalabusha	10,271
Lawrence	7,678	Grenada	5,160
Lincoln	15,677	Lefore	8,168
Jefferson Davis	6,004	Madison	6,446
Amite	9,617	Holmes	7,879
Pike	15,279	Carroll	8,970
Marion	11,025	Hinds	21,379
Lamar	9,581	Webster	10,285
Forrest	13,988	Calhoun	13,936
Greene	7,775	Chickasaw	11,155
George	4,645	Tallahatchie	10,600
Stone	4,206	Montgomery	8,072
Perry	6,017	Pontotoc	15,661
Hancock	7,679	Lee	19,862
Grand Total	392,683	Ittawamba	14,573
		Monroe	17,260
		Clay	7,003
		Choctaw	8,940
		Oktebbeha	6,820
		Lowndes	9,684
		Noxube	4,906
		Winston	11,684
		Leake	11,021
		Attala	14,663
		Grand Total	461,261

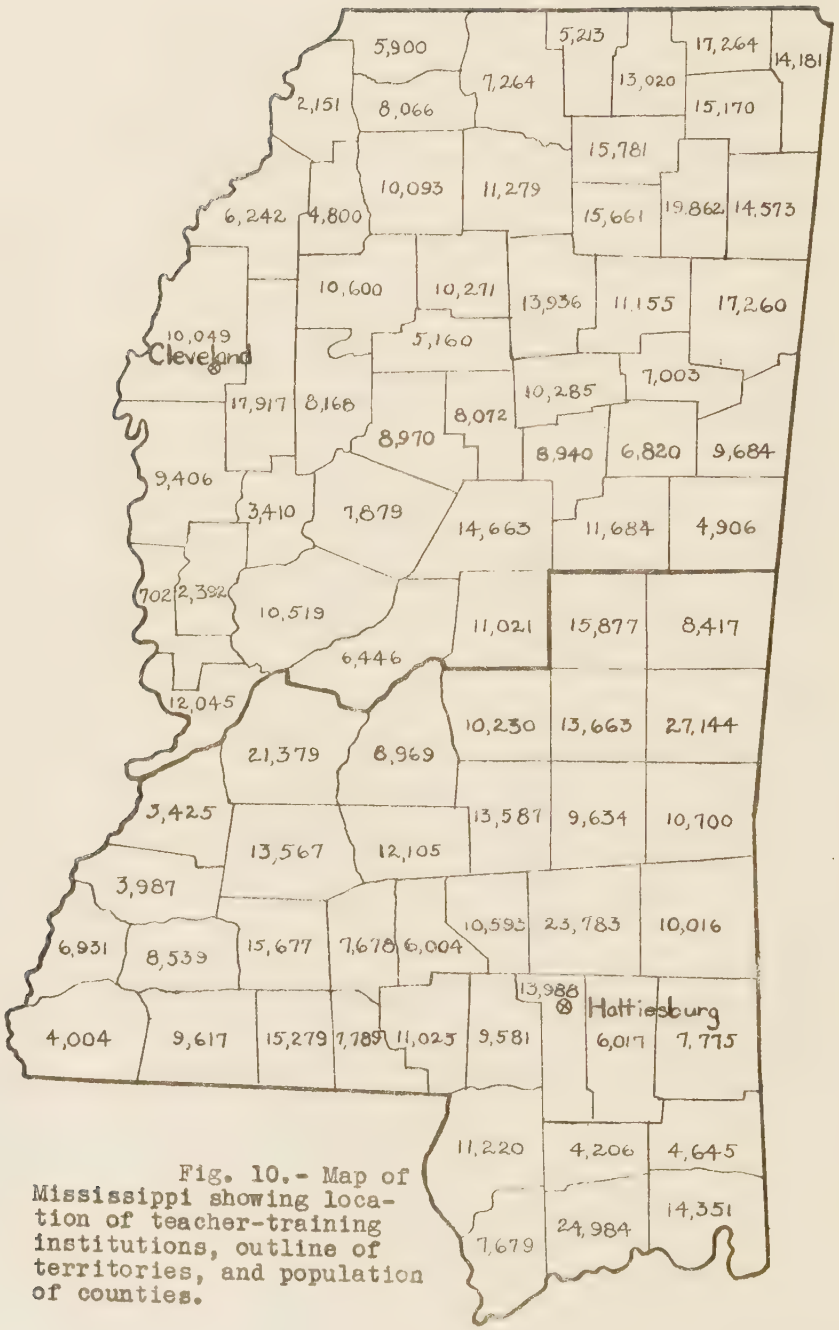

Fig. 10.- Map of Mississippi showing location of teacher-training institutions, outline of territories, and population of counties.

indicates that less attention was paid to the central location of Hattiesburg than to Cleveland.

Location with reference to border.- From an examination of the map one finds that Hattiesburg is in the southeastern part of the State, two counties removed from the eastern boundary and two from the southern; while Cleveland is in the northwestern section in a border county on the west and three counties removed from the northern boundary. The evidence indicates, therefore, that little or no attention was given to centrally locating the colleges in this respect.

Railroad facilities.- The railways reaching Hattiesburg are the Southern, the Mississippi Central, Gulf and Ship Island, and the Gulf, Mobile and Northern.[1] Cleveland is on the main line of the Yazoo and Mississippi Valley Railroad.[2] These facts assure the two towns very good railroad connections, and it appears that this factor may have been taken into consideration when the colleges were located.

Distances from other state normals.- It is 190 miles by a direct line from Hattiesburg to Cleveland. The two points, therefore, are sufficiently far apart to prevent

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[1] Ayer, op. cit., p. 518.

[2] Ibid., 516.

the overlapping of territory. These distances are shown in Figure 11.

Practice facilities.- At a special session of the legislature of Mississippi held in 1910, the Mississippi Normal College at Hattiesburg was established;[1] in 1910 Hattiesburg had a population of 11,733.[2] The Delta Teachers College, Cleveland, Mississippi, was established in 1924;[3] in 1920 Cleveland had a population of 1,674.[4] These figures evince the fact that the towns could adequately furnish practice facilities.

Inducements from towns.- The enabling acts of both of the Mississippi institutions indicated that one of the most important factors in locating the schools was to be the material offers of the towns and counties. This was manifestly true in the case of Hattiesburg. Section nine of the enabling act reads:

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[1] Laws of Mississippi, 1910, pp. 105-10. Nashville: The Brandon Printing Co., 1910.

[2] Thirteenth Census, 1910, p. 70. Washington: Government Printing Office, 1910.

[3] Laws of Mississippi, 1924, pp. 512-15. Jackson, Mississippi: Tucker Printing House, 1924.

[4] Fourteenth Census of the United States, 1920, p. 242. Vol. I. Washington: Government Printing Office, 1921.

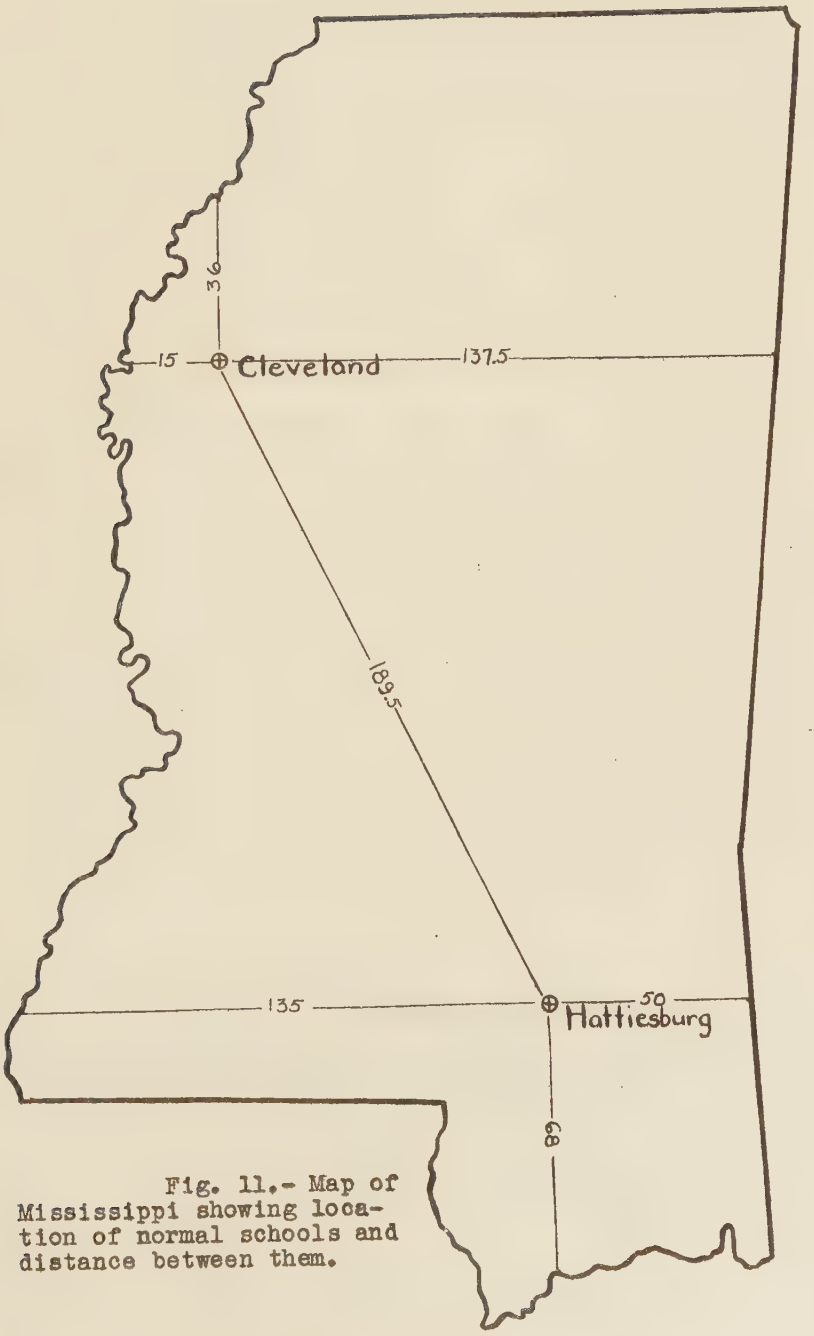

Fig. 11.- Map of Mississippi showing location of normal schools and distance between them.

> The board of trustees shall, as soon as practicable after their appointment, arrange to receive from the localities desiring to receive the location of said school, proposals for the donation of said site, and other valuable considerations, and shall locate the same in the place offering the most advantageous conditions, all things considered.[1]

At the first meeting of the board of trustees plans were discussed for stimulating public interest in the normal college and for creating competition between cities for the location of the college.[2] It was also determined at that meeting that no bonus short of $100,000 and a free site for the location would be considered. "Pursuant to these plans, members of the Board were diligent in giving publicity to the competition invited and stimulating enthusiastic interest on the part of communities bidding for the location."[3]

When the committee met to receive bids they found that Jackson and Hinds County offered $200,000 and a free site; Laurel and Jones County offered $230,000, a free site and other considerations; while Hattiesburg and Forrest County offered $250,000 and a free site.[4] The board met two weeks later and awarded the location to Hat-

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[1] Laws of Mississippi, 1910, p. 106. Nashville: Brandon Printing Co., 1910.

[2] First Biennial Report, Board of Trustees, 1912. (Taken from copy of report in President's office, State Teachers College, Hattiesburg, Mississippi).

[3] Ibid.

[4] Ibid.

tiesburg on a cash bonus of $260,000, a gift of 840 acres of land, and other valuable considerations.[1]

It is possible that other factors entered into the location of the normal college at Hattiesburg, but certainly the impression left by a study of the first report of the trustees is that material considerations only were considered. It appears that the college was sold to the highest bidder.

The Delta College was located in 1924 in much the same manner as Hattiesburg except for the fact that the committee was required to locate in the delta of the Mississippi River.[2] An amendment was offered in the House to add after the word "delta" the following: "or having more than fifty (50%) per cent of its acreage wholly within a levee district." This amendment was lost.[3] The enabling act stated that the committee should accept and consider such proposals as the various cities should make as inducements. The smallest proposal was to be the furnishing of grounds and buildings free to the State of Mississippi.[4]

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[1] Catalogue of the Mississippi Normal College, Hattiesburg, Mississippi, p. 16. Vol. 15. No. 4. Hattiesburg, Mississippi: Mississippi Normal College, 1928.

[2] Laws of Mississippi, 1924, pp. 512-15, Jackson, Mississippi: Tucker Printing House, 1924.

[3] Journal of the House of Representatives of the State of Mississippi, Regular Session, 1924, p. 1752. Jackson: Hederman Bros., 1924.

[4] Laws of Mississippi, 1924, pp. 512-15. Jackson, Mississippi: Tucker Printing House, 1924.

Texas

Survey.- None of the enabling acts establishing the present teachers colleges for whites in Texas provided for the services of a survey commission to assist in determining a suitable location for these institutions.

Location to serve territory.- In order to determine the territory belonging to the various teachers colleges in Texas the same method was followed as was used in the case of Mississippi. Tables XI and XVII inclusive show the white population of these counties taken from the 1920 census. According to this division the territory of Denton has a white population of 1,215,907; San Marcos, 1,088,197; Commerce, 504,947; Huntsville, 473,178; Nacogdoches, 275,138; Canyon, 219,790, and Alpine, 168,594. This shows a wide variation in the population of the several territories; Denton and the surrounding country has over seven times as many white inhabitants as Alpine. Figure 12 shows the location and population of the several territories.

Distance from other normals.- From Denton to Commerce the distance, as shown in Figure 13, is seventy-one miles; from Denton to Nacogdoches, 180; Denton to Huntsville, 190; Denton to San Marcos, 230; Denton to Alpine, 452, and Denton to Canyon, 265. From Commerce to Nacogdoches the distance is 130 miles; Commerce to

TABLE XI

THE WHITE POPULATION OF THE COUNTIES IN THE TERRITORY OF CANYON, TEXAS*

1. Dallam	4,504	26. Childress	10,863
2. Sherman	1,472	27. Baily	517
3. Hansford	1,354	28. Lamb	1,174
4. Ochiltree	2,330	29. Hale	10,097
5. Lipscomb	3,684	30. Floyd	9,747
6. Hartley	1,108	31. Motley	4,067
7. Moore	566	32. Cottle	6,653
8. Hutchenson	720	33. Hardeman	12,298
9. Roberts	1,469	34. Foard	4,718
10. Hemphill	4,278	35. Cochran	66
11. Oldham	704	36. Hockley	137
12. Potter	16,392	37. Lubbock	10,944
13. Carson	3,076	38. Crosby	5,905
14. Gray	4,663	39. Dickens	5,679
15. Wheeler	7,397	40. King	645
16. Deaf Smith	3,746	41. Yoakum	504
17. Randall	3,675	42. Terry	2,236
18. Armstrong	2,815	43. Lynn	4,738
19. Donley	8,000	44. Garza	4,248
20. Collingsworth	9,112	45. Kent	3,288
21. Palmer	1,698	46. Stonewall	3,978
22. Castro	1,948	47. Dawson	4,285
23. Swisher	4,382	48. Bordon	965
24. Brisco	2,948	49. Scurey	8,868
25. Hall	11,129	Total	219,790

TABLE XII

THE WHITE POPULATION OF THE COUNTIES IN THE TERRITORY OF NACOGDOCHES, TEXAS*

1. Marion	4,218	11. Angelina	19,512
2. Gregg	8,598	12. San Augustine	9,585
3. Harrison	16,703	13. Sabine	9,678
4. Rusk	18,975	14. Polk	11,064
5. Panola	12,573	15. Tyler	8,220
6. Anderson	23,144	16. Jasper	10,581
7. Cherokee	28,458	17. Newton	7,595
8. Nacogdoches	21,716	18. Hardin	12,974
9. Shelby	21,612	19. Orange	12,125
10. Houston	17,808	Total	275,138

*Taken from U. S. Census for 1920.

TABLE XIII

THE WHITE POPULATION OF THE COUNTIES IN THE TERRITORY OF DENTON, TEXAS

1. Will Barger	14,735	22. Parker	23,045
2. Wichita	70,614	23. Tarrant	133,924
3. Knox	8,931	24. Dallas	179,062
4. Baylor	6,984	25. Nolan	10,687
5. Archer	5,238	26. Taylor	23,579
6. Clay	16,727	27. Callahan	11,824
7. Montague	22,199	28. Eastland	57,831
8. Cooke	24,275	29. Erath	27,990
9. Grayson	66,464	30. Hood	8,588
10. Haskell	13,832	31. Johnson	35,165
11. Thockmorton	3,579	32. Ellis	43,036
12. Young	13,378	33. Somerveil	3,563
13. Jack	9,829	34. Coleman	18,442
14. Wise	23,224	35. Comanche	25,717
15. Denton	32,773	36. Hamilton	14,666
16. Collin	45,898	37. Bosque	17,372
17. Fisher	10,695	38. Hill	37,890
18. Jones	21,755	39. McLennan	65,280
19. Shackelford	4,895	40. Limestone	24,184
20. Stephens	15,341	Total	1,215,907
21. Palo Alto	22,699		

TABLE XIV

THE WHITE POPULATION OF THE COUNTIES IN THE TERRITORY OF ALPINE, TEXAS

1. Gaines	1,108	15. Sterling	1,048
2. Andrews	350	16. Ward	2,594
3. Martin	1,146	17. Crane	37
4. Howard	6,962	18. Upton	253
5. Mitchell	7,332	19. Reagan	377
6. El Paso	97,845	20. Irion	1,605
7. Hudspeth	951	21. Jeff Davis	1,437
8. Culbertson	910	22. Pecos	3,850
9. Reeves	4,434	23. Crockett	1,476
10. Loving	82	24. Presido	12,156
11. Winkler	81	25. Brewster	4,789
12. Ector	760	26. Terrell	1,595
13. Midland	2,433	27. Val Verde	12,518
14. Glasscock	555	Total	168,594

TABLE XV

THE WHITE POPULATION OF THE COUNTIES OF THE TERRITORY OF COMMERCE, TEXAS

1. Fannin	42,218	12. Rockwall	6,915
2. Lamar	42,770	13. Rains	7,572
3. Red River	27,377	14. Wood	23,808
4. Bowie	27,150	15. Upshur	16,238
5. Hunt	44,633	16. Kaufman & Camp	35,698
6. Delta	14,487	17. Van Zandt	29,256
7. Hopkins	31,780	18. Smith	29,149
8. Franklin	8,731	19. Navarro	38,520
9. Titus	14,947	20. Henderson	23,405
10. Morris	6,538	21. Freestone	14,004
11. Cass	19,691	Total	504,947

TABLE XVI

THE WHITE POPULATION OF THE COUNTIES OF THE TERRITORY OF HUNTSVILLE, TEXAS

1. Falls	24,660	13. Liberty	10,808
2. Robertson	15,454	14. Jefferson	53,488
3. Leon	11,203	15. Washington	14,969
4. Madison	8,829	16. Waller	5,325
5. Trinity	10,203	17. Harris	143,551
6. Milam	29,129	18. Chambers	3,079
7. Brazos	12,827	19. Austin	13,815
8. Grimes	13,287	20. Fort Bend	12,468
9. Walker	8,814	21. Brazoria	14,032
10. San Jacinto	4,380	22. Galveston	41,943
11. Burleson	10,349	Total	473,178
12. Montgomery	10,766		

TABLE XVII

THE WHITE POPULATION OF THE COUNTIES IN THE TERRITORY OF SAN MARCOS, TEXAS

1.	Coke	4,528	
2.	Runnels	16,596	
3.	Brown	21,251	
4.	Mills	9,019	
5.	Tom Greene	14,574	
6.	Concho	5,648	
7.	McColloch	10,646	
8.	San Saba	9,817	
9.	Lampasas	8,525	
10.	Caryell	19,970	
11.	Bell	41,521	
12.	Schlicher	1,848	
13.	Menard	3,139	
14.	Mason	4,775	
15.	Llano	5,304	
16.	Burnet	9,196	
17.	Williamson	36,395	
18.	Sutton	1,593	
19.	Kimble	3,579	
20.	Gillispie	9,957	
21.	Blanco	3,893	
22.	Travis	44,176	
23.	Lee	9,790	
24.	Edwards	2,180	
25.	Kerr	5,560	
26.	Kendall	4,586	
27.	Hays	14,241	
28.	Bastrop	18,157	
29.	Fayette	23,201	
30.	Comal	8,568	
31.	Caldwell	20,757	
32.	Real	1,460	
33.	Bandera	3,973	
34.	Kinney	3,449	
35.	Uvalde	10,608	
36.	Medina	11,400	
37.	Bexar	186,183	
38.	Guadalupe	22,460	
39.	Gonzales	21,375	
40.	Lavaca	24,988	
41.	Colorado	12,559	
42.	Wharton	16,404	
43.	Wilson	16,522	
44.	De Witt	22,762	
45.	Maverick	7,344	
46.	Zavalla	3,107	
47.	Frio	9,211	
48.	Atascasa	12,390	
49.	Karnes	18,039	
50.	Victoria	15,143	
51.	Jackson	9,068	
52.	Matagorda	12,605	
53.	Dimmit	5,265	
54.	La Salle	4,799	
55.	McMullen	944	
56.	Live Oak	4,167	
57.	Bee	11,619	
58.	Goliad	8,164	
59.	Calhoun	4,116	
60.	Refugio	3,440	
61.	Webb	29,094	
62.	Duval	8,249	
63.	Jim Wells	6,519	
64.	San Patricio	11,210	
65.	Nueces	22,014	
66.	Kleberg	7,475	
67.	Zapato	2,929	
68.	Jim Hogg	1,901	
69.	Brooks	4,543	
70.	Kenedy	11,032	
71.	Willacy		
72.	Starr	10,844	
73.	Hidalgo	58,005	
74.	Cameron	35,753	
75.	Arkansas	1,975	
	Total	1,088,197	

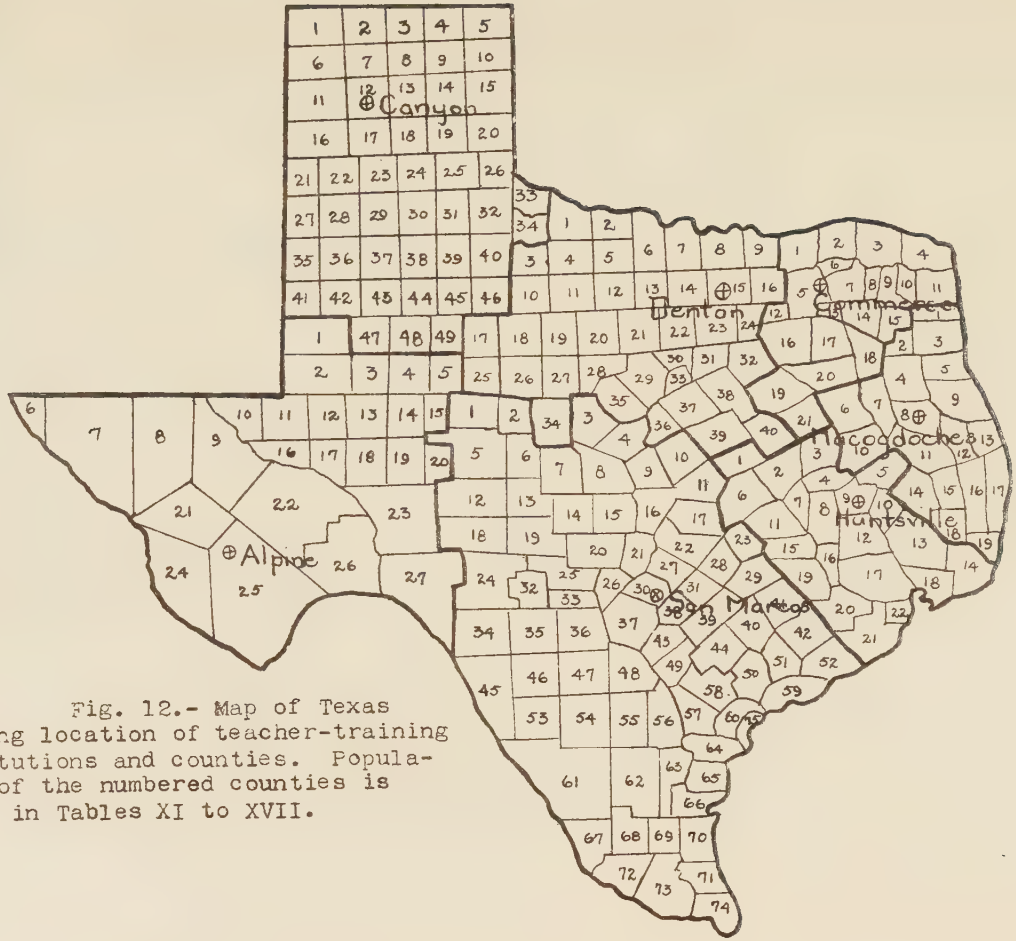

Fig. 12.- Map of Texas showing location of teacher-training institutions and counties. Population of the numbered counties is shown in Tables XI to XVII.

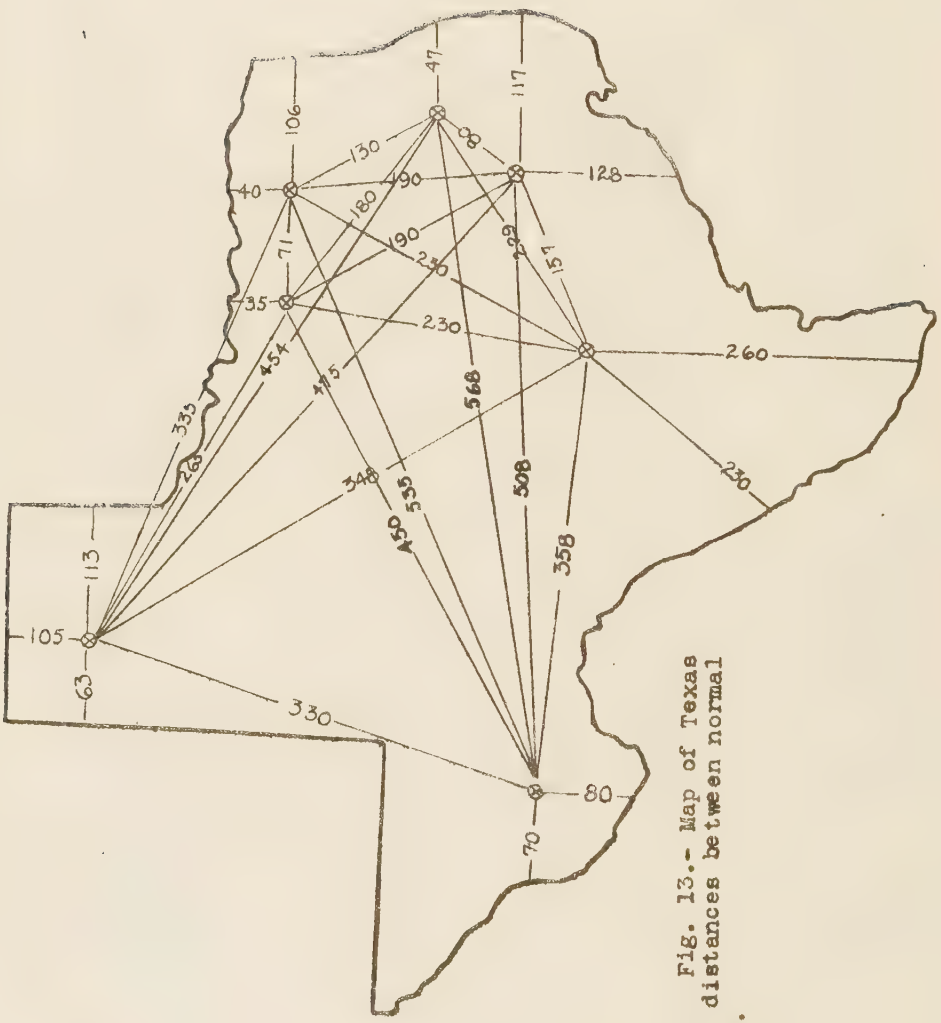

Fig. 13.- Map of Texas showing distances between normal schools.

Huntsville, 275; Commerce to San Marcos, 258; Commerce to Alpine, 535, and Commerce to Canyon, 355. From Nacogdoches to Huntsville it is eighty miles; Nacogdoches to San Marcos, 227; Nacogdoches to Alpine, 338, and Nacogdoches to Canyon, 454. From Huntsville to San Marcos it is 157 miles; Huntsville to Alpine, 508, and Huntsville to Canyon, 420. San Marcos is 358 miles from Alpine, and San Marcos is 348 miles from Canyon. From Alpine to Canyon the distance is 330 miles. These figures show that two colleges were poorly located regarding distances, since it would have been possible to have located them all with a radius of about fifty miles. Judd and Parker suggested this distance as a minimum radius.[1] The school at Commerce was located within seventy-one miles of Denton, while the one at Nacogdoches was placed within eighty miles of Huntsville.

Interests of the locating committee.- Huntsville, Denton, San Marcos, Commerce, and Alpine were located by the legislature directly through the enabling acts. Canyon and Nacogdoches were located by committees. In the case of Canyon the committee was required by Section 1 of the act to make the location west of the 98th meridian.[2]

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[1] Judd and Parker, op. cit., p. 23.

[2] Laws of Texas, 1909, p. 235. Austin, Texas: Von Boeckmann-Jones Co., 1909.

Section 2 provided that the governor, superintendent of public instruction and the lieutenant governor should be a committee "to locate said normal college...; provided, that no member of this board shall be eligible to vote for any town or city in this state for the location wherein said member may have resided or owned property for as long as ten years prior to the taking effect of this act."[1]

The enabling act[2] which established the Nacogdoches institution, the Stephen F. Austin State Teachers College, also created the Kingsville school, known as the South Texas State Teachers College. However, in 1929 the latter college was changed to the Texas College of Arts and Industries.[3] Only those sections of the act dealing with the Stephen F. Austin State Teachers College will be considered. Section 1 of this act restricted the location of the latter college to the territory composed of all of that part of the State of Texas lying east of the ninety-sixth meridian. Section 3 named the Governor of Texas, the State Superintendent of Public Instruction and the State Normal School Board of Regents a locating committee:

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[1] Ibid.

[2] Laws of Texas, 1917, pp. 427-30. Austin, Texas: A. C. Baldwin and Sons, 1917.

[3] Laws of the State of Texas, Regular Session, 1929, p. 627. Printed by authority.

Provided, that if any one member of this committee resides within the territory in which either of these normals is to be located that member shall not take part in the locating of said normal in the territory in which he lives. ....and no member of said committee who has material or pecuniary interest of any kind in any town or place offered for the location of said normals shall be qualified or authorized to act on said committee.

These provisions of the enabling acts establishing the two teachers colleges had two results; (1) to place a restriction upon the territories in which the normals were to be located, and (2) to aid in securing the unbiased judgment of those engaged in locating them.

Location with reference to border.- Texas has shown a decided preference for border locations. Nacogdoches is one county removed from the Louisiana line, Commerce and Denton are each one county removed from the northern boundary, Canyon is also only one county from the western boundary, while Alpine is in a county that borders on Mexico.

Railroad facilities.- Huntsville is located on the International Great Northern Railroad;[1] Denton is situated on the Missouri, Kansas and Texas Railroad and the Texas Pacific Railroad;[2] San Marcos is on the International Great Northern, and the Missouri, Kansas and Texas railways;[3] "Commerce is located at the junction of

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[1]Bulletin of the Sam Houston State Teachers College, 1928-29, p. 11. Huntsville, Texas: Sam Houston State Teachers College, 1928.

[2]Ayer, op. cit., p. 963.

[3]Catalogue of the Southwest Texas State Normal College, for 1922-23, p. 12. Vol. IX. No. 3.

the main line of the Cotton Belt Railroad with the Sherman branch of the same road and the Texas Midland Railroad...;"[1] Canyon is situated on the Santa Fe Railroad;[2] Alpine is on the Southern Pacific Railroad at its junction with the Kansas City, Mexico and Orient Railway,[3] and Nacogdoches is located on the Nacogdoches and Southeastern Railroad, the Houston, East and West Texas Railroad, and the Southern Pacific Railroad.[4]

The Texas teachers colleges are all located in towns with railroad facilities, which vary from one to three lines.

With the increased use of automobiles and the extensive building of paved highways the importance of railroads has greatly decreased for passenger travel. However when the institutions were located they were factors that should have been considered.

Practice facilities.- The first session of the Sam Houston Normal Institute, Huntsville, Texas, was held

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[1] Bulletin of the East Texas State Teachers College, 1928-29, p. 12. Vol. XI. No. 2. Commerce, Texas: East Texas State Teachers College, 1928.

[2] Ayer, op. cit., p. 956.

[3] Bulletin of the Sul Ross State Teachers College, 1925-26, p. 14. Alpine, Texas: Sul Ross State Teachers College, 1925.

[4] Ayer, op. cit., p. 981.

1879-80; Huntsville, in 1880, had a population of 2,536.[1] The North Texas State Normal College was opened at Denton, Texas, in 1901; in 1900 Denton had a population of 4,187.[2] The South West Texas Normal School began work at San Marcos, Texas, in 1903; in 1900 San Marcos had a population of 2,292.[3] The West Texas State Normal College opened its doors for students at Canyon, Texas, in 1910; in 1910 Canyon had a population of 1,400.[4] The Sul Ross Normal College, Alpine, Texas, was established in 1917;[5] the census report for 1910 does not give the population of Alpine because the town was not incorporated at that time.[6] The East Texas Normal College was established at Commerce, Texas, in 1917;[7] in 1910 Commerce had a population of 2,818.[8] By an Act of the Texas Legislature

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[1] Compendium of the Tenth Census, 1880, p. 307. Washington: Government Printing Office.

[2] Twelfth Census, 1900, "Population," p. 379. Part I. Washington: Government Printing Office.

[3] Ibid., 382.

[4] Thirteenth Census, 1910, p. 790. Washington: Government Printing Office, 1912.

[5] General Laws of the State of Texas, 1917, pp. 442-44. Austin, Texas: A. C. Baldwin and Sons, 1917.

[6] Thirteenth Census, 1910, p. 795. Washington: Government Printing Office, 1912.

[7] General Laws of the State of Texas, 1917, pp. 438-40. Austin, Texas: A. C. Baldwin and Sons, 1917.

[8] Thirteenth Census, 1910, p. 786. Washington: Government Printing Office, 1912.

in 1917 the Stephen F. Austin State Normal College was established at Nacogdoches;[1] in 1910 Nacogdoches had a population of 3,369.[2]

With the exception of Alpine, the Texas colleges have adequate practice teaching facilities.

Influence of lands and money donated.- The city of Huntsville gave the State of Texas the building and grounds of the "Austin College."[3] The city of Denton donated the buildings, grounds and other property belonging to the North Texas Normal College.[4] San Marcos presented the state with a plot of ground containing about eleven acres, known as Chautauqua Hill, "together with all buildings and improvements incident or appertaining thereto."[5]

The enabling act[6] of the West Texas State Teachers College, Canyon, contained the following section:

In considering the claims for each place that may ask for said school, the committee shall consider its

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[1] General Laws of the State of Texas, 1917, pp. 427-30. Austin, Texas: A. C. Baldwin and Sons, 1917.

[2] Thirteenth Census, 1910, p. 789. Washington: Government Printing Office, 1912.

[3] Laws of Texas, 1879, pp. 182-83. Published by authority, 1879.

[4] Laws of Texas, 1899, pp. 74-75. Austin, Texas: Von Boeckmann, Moore and Schutze, 1899.

[5] Ibid., 175.

[6] Laws of Texas, 1909, pp. 235-37. Austin, Texas; Von Boeckmann-Jones Co., 1909.

healthfulness, accessibility, and the general intelligence and social conditions of its people. The committee shall also consider the bonus or donations offered, whether in money, houses, lands, or other valuable considerations which the respective places bidding for the said normal school may offer, and shall take into account all the facts and circumstances of each place that may bid and shall locate said normal college where it will most effectively serve the State; provided, that the committee shall not sacrifice the permanent advantage of any location to the donations offered by any other place.

The legislature of Texas authorized the State Normal School Board of Regents to purchase the East Texas Normal College in 1917[1] with the proviso that the city of Commerce should donate a plot of land consisting of about five acres on which there was a three story brick dormitory and ten acres of land either adjoining the campus of the college or of such proximity to the campus as to be used by the institution. In addition to the land and the building the town of Commerce offered to contract to furnish free the necessary water for the operation of the institution.

Another statute[2] was also passed in 1917:

Section 1. That there shall be established in Alpine, in Brewster County, Texas, a Normal school to be known as "Sul Ross Normal College," provided, that the citizens in Brewster County shall, within sixty days after this act takes effect, convey or cause to be conveyed to the State of Texas, by an immediate and perfect title, a building site to be located somewhere within three miles of the county court house of said county which tract of land shall be located and designed by the State Normal School Board of Regents, except such donations as may be

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[1] Laws of Texas, 1917, pp. 438-40. Austin, Texas: A. C. Baldwin and Sons, 1917.

[2] Ibid., 442-44.

offered as a site for the buildings or building of said college, and such buildings as may be located on the land donated, and in no event shall a building site of less than one hundred acres be considered or accepted, provided that if the donation or proposition mentioned herein is not fully complied with by the citizens of Brewster county to the satisfaction of the State Normal School Board of Regents consideration shall be open to such other places in the Twenty-fifth Senatorial District as the State Normal Board of Regents may deem most satisfactory and advantageous to the State.[1]

When the Stephen F. Austin State Teachers College, Nacogdoches, was established by the legislature, also in 1917, the enactment read almost exactly like that of the East Texas State Normal College approved the same day, with the notable failure to include the significant proviso "that the committee shall not sacrifice the permanent advantage of any location to the donations offered by any other place." At this time, however, the donation was restricted to land, "and in no event shall a building site of less than fifty (50) acres be considered or accepted."

When compared with the other Texas statutes creating and locating teachers colleges, the enabling act for the Canyon institution should have insured the best location in that donations were not to be the first consideration of the committee. But even in that instance the citizens of the town and county paid $100,000 bonus as

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[1] General Laws of the State of Texas, Regular Session, 1917, p. 442. Austin, Texas: A. C. Baldwin and Sons, 1917.

an inducement to the locating committee.[1]

Location with reference to other institutions.- W. M. Thornton, the staff correspondent for The Dallas Morning News, published a series of articles in The News from November 11 through November 25, 1928, which reviewed the organization and work of the seven teachers colleges of Texas. The first article closed with a discussion of the location of the several teacher-training institutions. It is quoted:

> ....The San Marcos College was placed just thirty miles from the State University at Austin, whereas fifty miles farther south is the great city of San Antonio without a State educational institution, and in the center of a dense population. The Alpine College was sent to a thinly settled part of the State, and just when it began to capitalize its climatic advantages, the El Paso School of Mines, also in that western section, was given collegiate work. Hardly had the college at Canyon begun to grow when Texas Tech was planted in the neighboring city of Lubbock, and when the Denton College was reaching a peak, the College of Industrial Arts was set beside it in the same town, all doing similar work and duplicating their efforts at double expense. More than that, there is only one county, Collin, intervening between the two Denton State-supported institutions and the teachers college situated at Commerce. A few miles south of these three institutions are the large population centers of Dallas and Fort Worth without a State institution. In East Texas the Huntsville Teachers College is but one county removed from its sister training school at Nacogdoches. These teacher-training institutions might have been more wisely distributed, but, in spite of their physical handicaps, they have large enrollments and are making progress in their work.[2]

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[1] Catalogue of the West Texas State Teachers College, 1922-23, p. 18. Canyon, Texas: West Texas State Teachers College, 1922.

[2] W. M. Thornton, How Texas Trains Its Teachers, p. 6. Dallas, Texas: The Dallas News, 1928.

Summary

The evidence is clear that in most instances scientific principles were not applied in determining the location of the teacher-training institutions of the Gulf states. The predominant influence in Alabama and Louisiana was the offer of the buildings and grounds of defunct colleges. It is but little exaggerated to say that Mississippi sold her teachers colleges to the highest bidder. Most of the early locations of normals in Texas were made very largely because of donations; several later locations of teachers colleges were made by commissions with restricted powers.

CHAPTER VIII

STATE SUPPORT

Appropriations

The Gulf States have steadily increased the appropriations granted their teacher-training institutions. Tables XVIII to XX, inclusive, and Figures 14 to 20, inclusive, present the facts. The increase in state support became pronounced about 1911. That year the appropriations for the Alabama normals practically doubled, in Louisiana appropriations increased nearly thirty-seven per cent, while in Texas there was a general increase of appropriations for the normal schools. The first Mississippi normal was established in 1910. The next marked advance was from 1920-24, following the depression of the Great War. Texas, as shown in the tables and graphs presented on the following pages increased her appropriations heavily during that period; interest in Alabama became more marked; Louisiana more than doubled her appropriations, while it was in 1924 that Mississippi established her second teachers college.

Alabama recently has been active in promoting her normal schools by granting them adequate financial aid. For years the local communities were expected to furnish buildings and keep them in repair; since 1927 the state has begun a building program.[1]

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[1] General Laws of the Legislature of Alabama, 1927, pp.442-55. Montgomery: The Brown Printing Co., 1927.

TABLE XVIII

APPROPRIATIONS FOR OPERATION AND FOR BUILDINGS AND GROUNDS FOR NATCHITOCHES, LOUISIANA, AND FOR TROY, ALABAMA

	Natchitoches[1]		Troy[2]	
Year	Operation	Buildings & Grounds	Operation	Buildings & Grounds
1886	$ 6,000			
1887	12,000		$ 3,000	
1888	12,000		3,000	
1889	7,500		3,000	
1890	7,500		3,000	
1891	10,000	$ 2,500	3,000	
1892	10,000	2,500	3,000	
1893	12,500	1,250	3,000	
1894	12,500	1,250	3,000	
1895	13,500	7,750	5,000	
1896	13,500	7,750	5,000	
1897	15,000	6,240	5,000	
1898	15,000	6,240	5,000	
1899	16,000	4,000	5,000	
1900	16,000	4,000	5,000	
1901	18,000	5,250	5,000	
1902	18,000	5,250	5,000	
1903	27,200	7,700	10,000	
1904	27,200	7,700	10,000	
1905	29,000	23,000	10,000	
1906	29,000	23,000	10,000	
1907	30,000	24,000	15,000	
1908	30,000	24,000	15,000	
1909	40,000	31,400	15,000	
1910	40,000	31,400	15,000	
1911	67,500	9,897	20,000	$ 8,000
1912	67,500	7,897	20,000	8,000
1913	72,500	8,750	20,000	8,000
1914	72,500	2,500	20,000	8,000
1915	75,000	8,000	20,000	8,000
1916	75,000	5,200	20,000	
1917	75,000		20,000	
1918	75,000		20,000	
1919	85,000	8,000	20,000	8,000
1920	85,000	13,000	25,000	8,000
1921	126,000	95,000	30,000	8,000
1922	126,000	95,000	35,000	8,000
1923	217,000		40,000	8,000
1924	217,000		40,000	
1925	231,000		40,000	
1926	231,000		40,000	
1927	254,100	177,500	75,000	
1928	254,100	177,500	75,000	100,000

[1]Data obtained from the office of the President, Louisiana State Normal College, Natchitoches, Louisiana

[2]Data obtained from the Research Bureau of the Alabama State Department of Education, Montgomery, Alabama

TABLE XIX

ANNUAL STATE APPROPRIATIONS FOR THE TEACHER-TRAINING INSTITUTIONS OF ALABAMA, LOUISIANA, AND MISSISSIPPI*

Year	Florence Ala.	Livingston Ala.	Jacksonville Ala.	Troy Ala.	Natchitoches La.	Hattiesburg Miss.	Cleveland Miss.
1872	$ 5,000yr.						
1879	7,500 "						
1883	7,500	$ 2,500yr	$ 2,500yr.				
1886	7,500	2,500	2,500		$ 6,000		
1887	7,500	2,500	2,500	$ 3,000	12,000		
1888	7,500	2,500	2,500	3,000	12,000		
1889	7,500	2,500	2,500	3,000	7,500		
1890	7,500	2,500	2,500	3,000	7,500		
1891	7,500	2,500	2,500	3,000	12,500		
1892	7,500	2,500	2,500	3,000	12,500		
1893	7,500	2,500	2,500	3,000	13,750		
1894	7,500	2,500	2,500	3,000	13,750		
1895	7,500	2,500	2,500	5,000	21,250		
1896	7,500	2,500	2,500	5,000	21,250		
1897	7,500	2,500	2,500	5,000	21,240		
1898	7,500	2,500	2,500	5,000	21,240		
1899	7,500	2,500	2,500	5,000	20,000		
1900	7,500	2,500	2,500	5,000	20,000		
1901	7,500	2,500	2,500	5,000	23,250		
1902	7,500	2,500	2,500	5,000	23,250		
1903	10,000	10,000	10,000	10,000	34,900		
1904	10,000	10,000	10,000	10,000	34,900		
1905	10,000	10,000	10,000	10,000	52,000		
1906	10,000	10,000	10,000	10,000	52,000		
1907	15,000	15,000	15,000	15,000	54,000		
1908	15,000	15,000	15,000	15,000	54,000		
1909	15,000	15,000	15,000	15,000	71,400		
1910	15,000	15,000	15,000	15,000	71,400		
1911	30,000	28,000	32,000	28,000	97,797		
1912	30,000	28,000	32,000	28,000	97,798	$66,000	
1913	30,000	28,000	32,000	28,000	81,250	60,500	
1914	30,000	28,000	32,000	28,000	75,500	130,159	
1915	30,000	28,000	32,000	28,000	83,000	48,500	
1916	20,000	20,000	20,000	20,000	80,200	53,350	
1917	20,000	20,000	20,000	20,000	75,000	48,000	
1918	20,000	20,000	20,000	20,000	75,000	55,000	
1919	33,600	28,000	28,400	28,000	93,000	48,500	
1920	38,600	33,000	33,400	33,000	98,000	385,891	
1921	43,600	38,000	38,400	38,000	221,000	88,550	
1922	48,600	43,000	43,400	43,000	221,000	89,050	
1923	53,600	48,000	48,400	48,000	217,000	89,050	
1924	40,000	40,000	40,000	40,000	217,000	89,598	
1925	40,000	40,000	40,000	40,000	231,000	84,598	
1926	40,000	40,000	40,000	40,000	231,000	214,000	$215,000
1927	75,000	75,000	75,000	75,000	431,600	114,000	50,000
1928	150,000	150,000	150,000	175,000	431,600	636,500	77,000
1929	150,000	150,000	150,000	175,000	430,940	149,500	82,000

*Data obtained from administrative offices of colleges, Alabama State Department of Education and legislative acts.

TABLE XX

ANNUAL STATE APPROPRIATIONS FOR TEXAS COLLEGES*

Year	Huntsville	Denton	San Marcos	Canyon	Commerce	Alpine	Nacogdoches
1880	$14,000						
1881	20,000yr.						
1883	20,500	"					
1885	18,000	"					
1887	26,000						
1888	23,000						
1889	35,000						
1890	45,000						
1891	23,483						
1892	26,781						
1893	22,000						
1894	40,000						
1895	40,500						
1896	33,000yr.						
1898	39,500	"					
1900	40,500						
1901	47,000		$ 300				
1902	39,500	$41,500	45,000				
1903	39,500	37,500	10,000				
1904	40,100	80,250	55,531				
1905	40,100	40,250	39,500				
1906	39,500	50,250	50,500				
1907	39,500	40,250	39,500				
1908	42,500	42,250	51,500				
1909	42,500	42,250	42,500	$50,000			
1910	64,500	81,500	56,000				
1911	39,500	39,500	39,500	27,500			
1912	51,000	92,000	68,600	59,945			
1913	84,000	42,000	48,500	43,150			
1914	71,550	121,800	74,800	26,100			
1915	71,700	65,700	61,000	208,751			
1916	186,300	133,500	122,000	206,780			
1917	102,863	96,600	78,500	58,721	$80,000	$200,000	
1918	188,550	216,785	199,550	111,445	107,635		
1919	112,200	134,750	109,150	98,844	107,635	40,000	
1920	164,810	216,806	157,250	411,049	222,769	19,370	
1921	156,581	195,191	150,411	143,550	203,017	65,870	
1922	202,000	244,330	186,365	204,240	173,845	85,690	$175,000
1923	197,290	531,330	194,675	179,425	141,555	79,940	
1924	218,000	295,000	263,000	220,000	475,200	94,000	125,000
1925	206,000	273,000	218,000	200,000	190,300	88,000	102,000
1926	262,070	418,735	420,720	277,564	328,285	107,300	171,750
1927	264,770	416,460	309,180	248,050	289,060	99,910	294,250
1928	283,207	406,328	313,598	548,921	298,444	139,199	186,179
1929	487,835	418,150	330,160	296,760	270,275	121,642	193,670

*Data obtained from the appropriation acts.

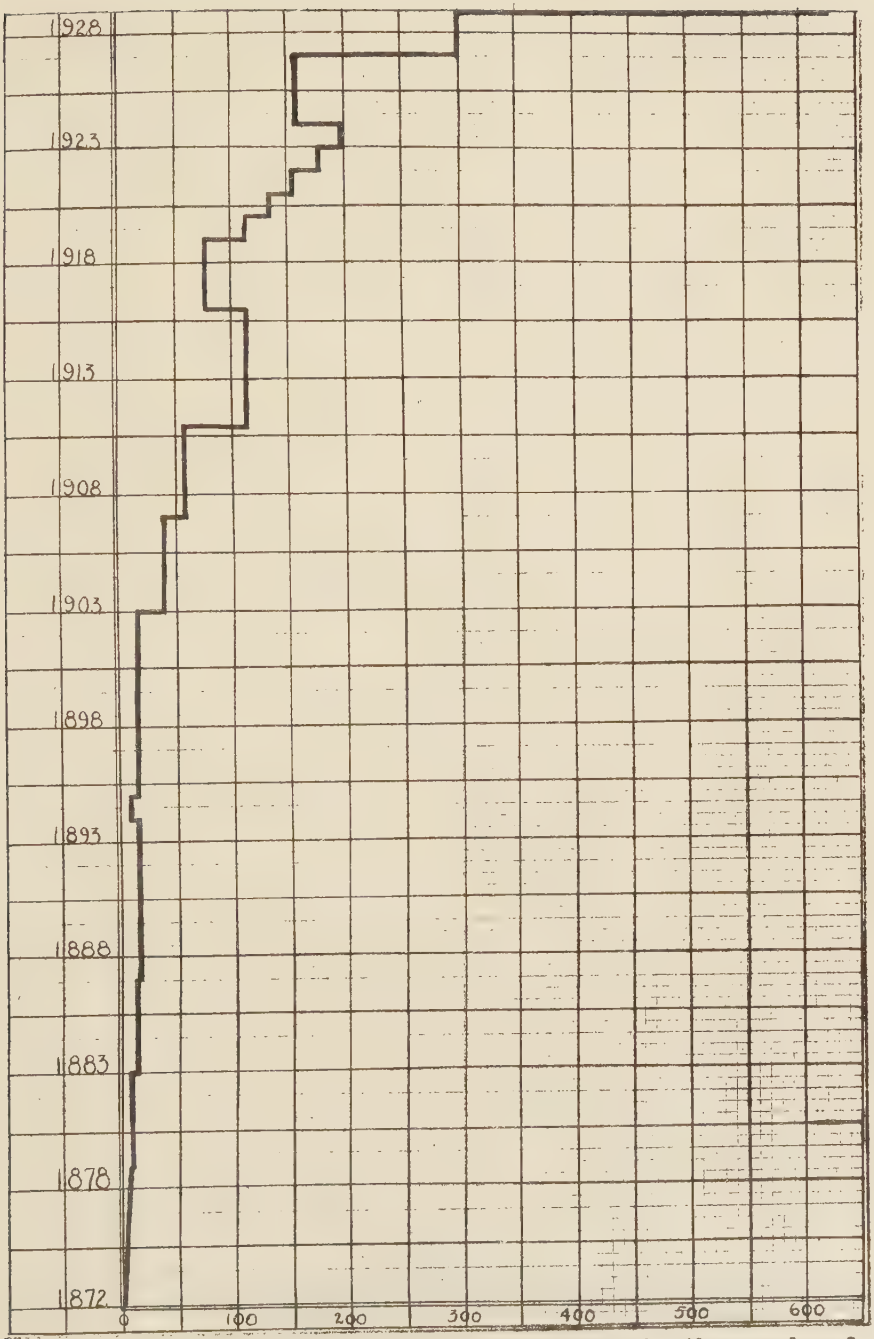

Fig. 14.- Annual appropriations in thousands of dollars for the Normal Schools of Alabama.

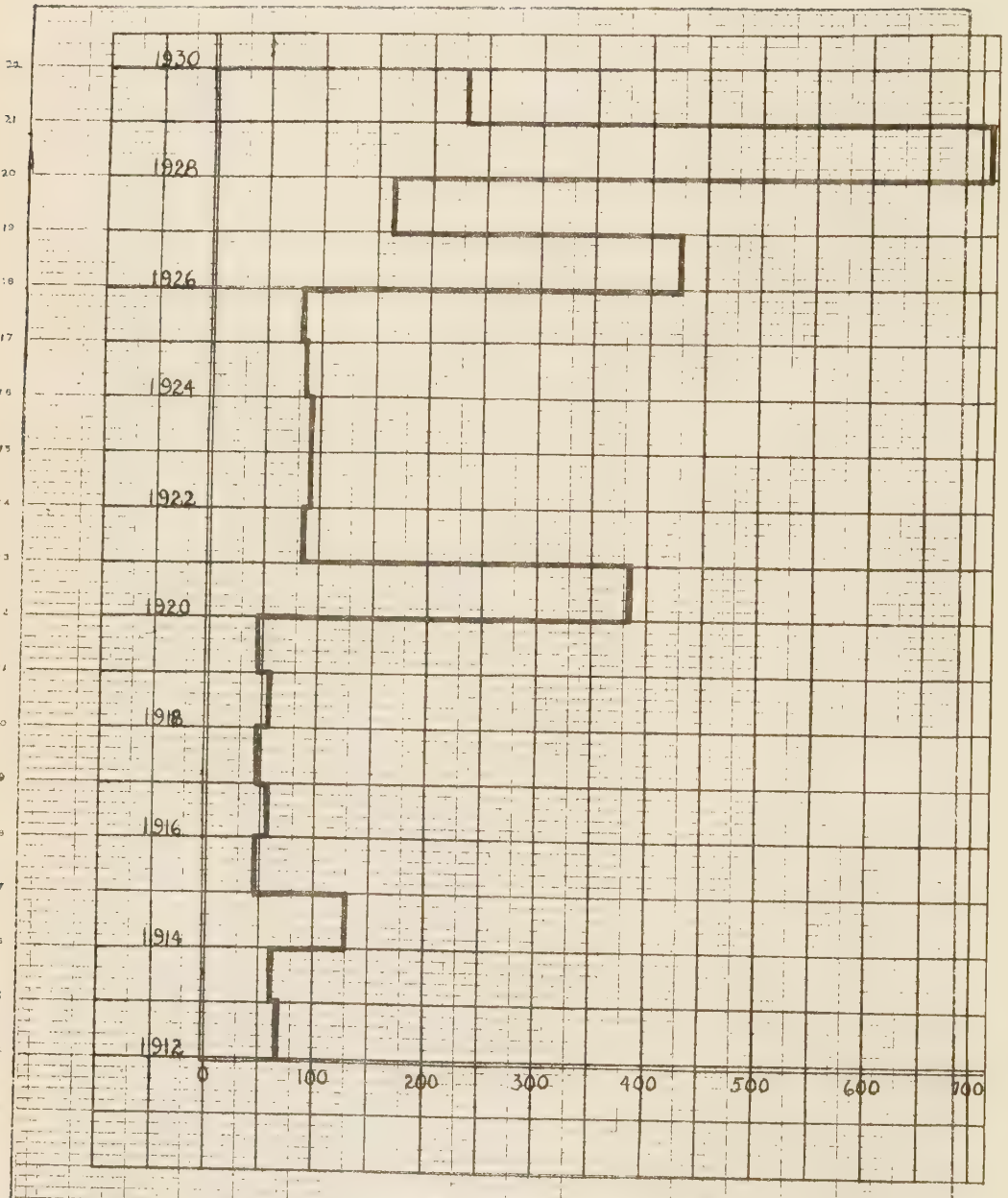

Fig. 15.- Annual appropriations in thousands of dollars for the normal schools of Mississippi.

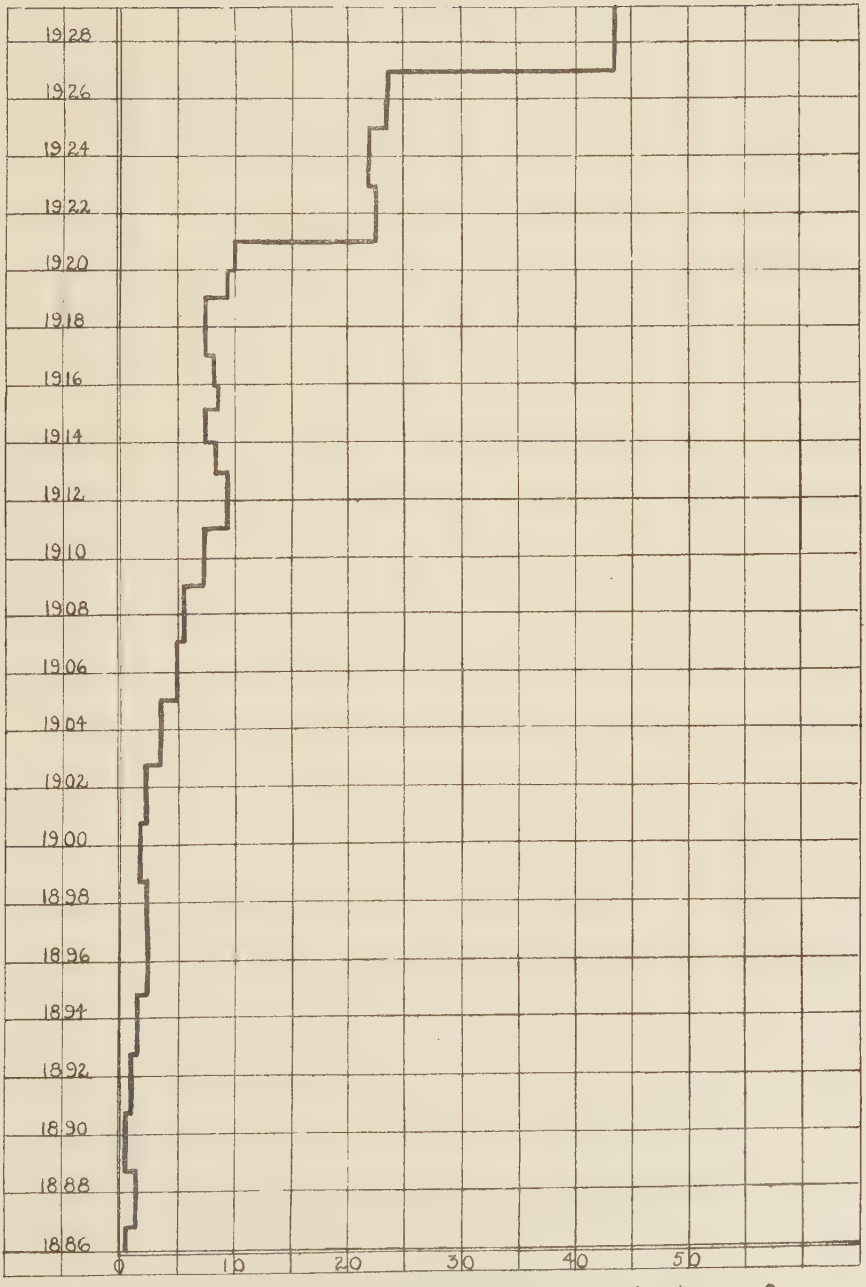

Fig. 16.- Annual appropriations in tens of thousands of dollars for the normal school of Louisiana.

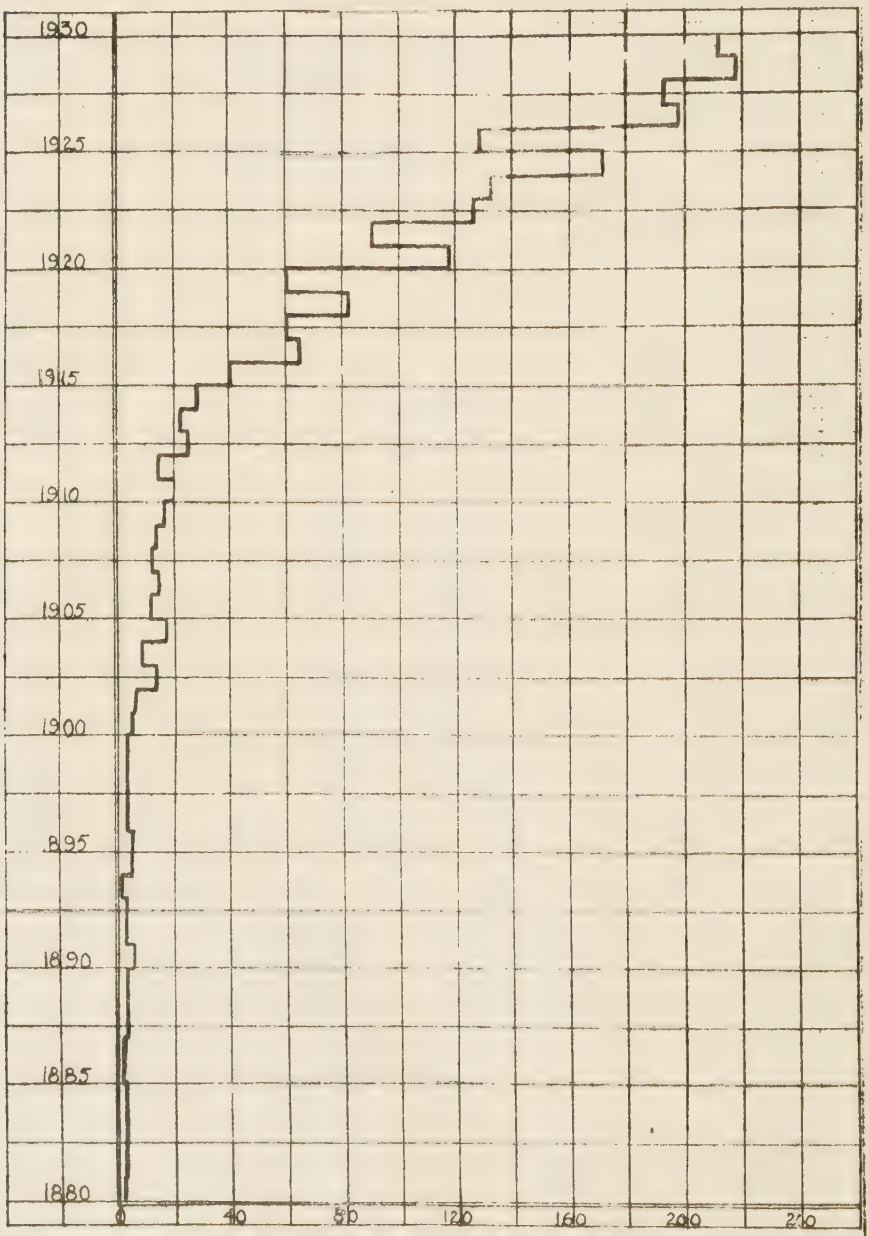

Fig. 17.- Annual appropriations in tens of thousands of dollars for the normal schools of Texas.

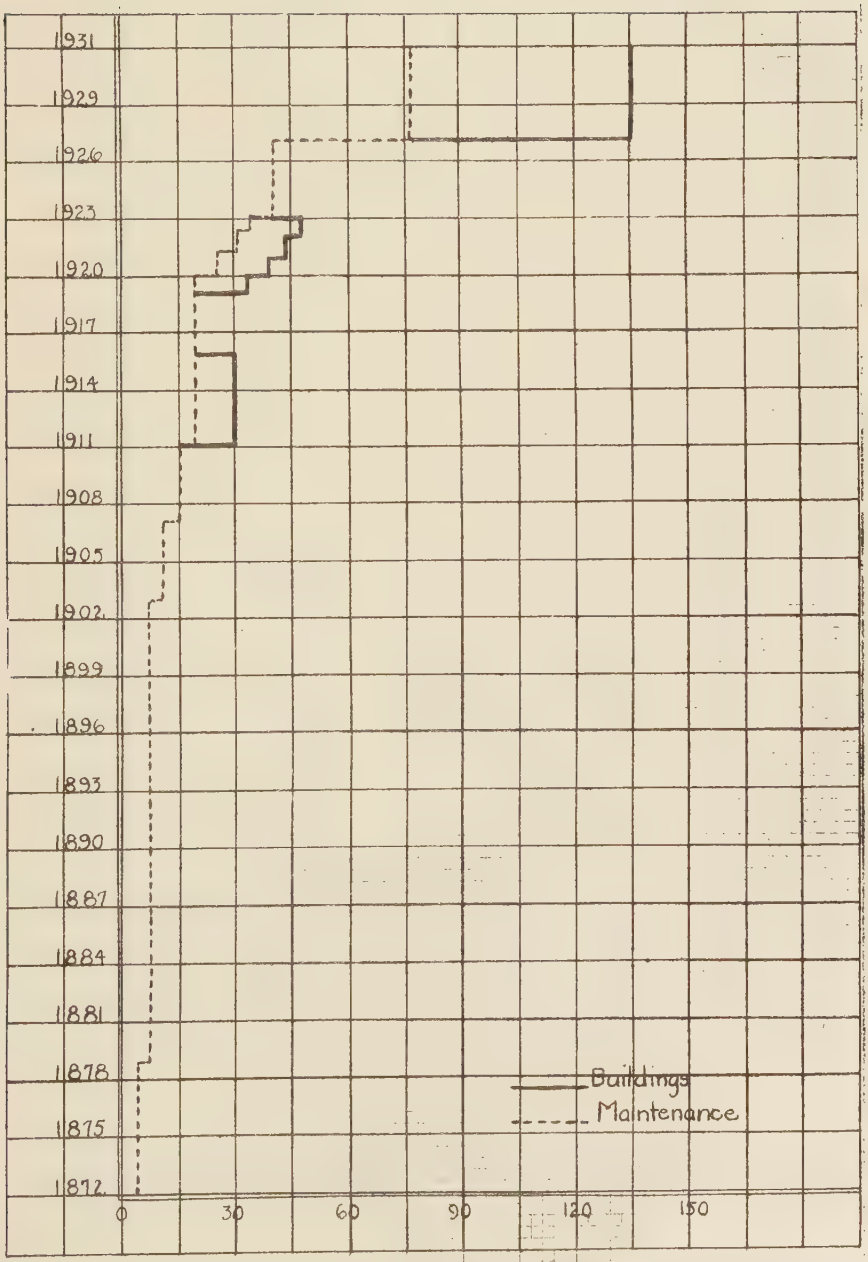

Fig. 18.- Annual appropriations in thousands of dollars for Florence, Alabama, Normal School.

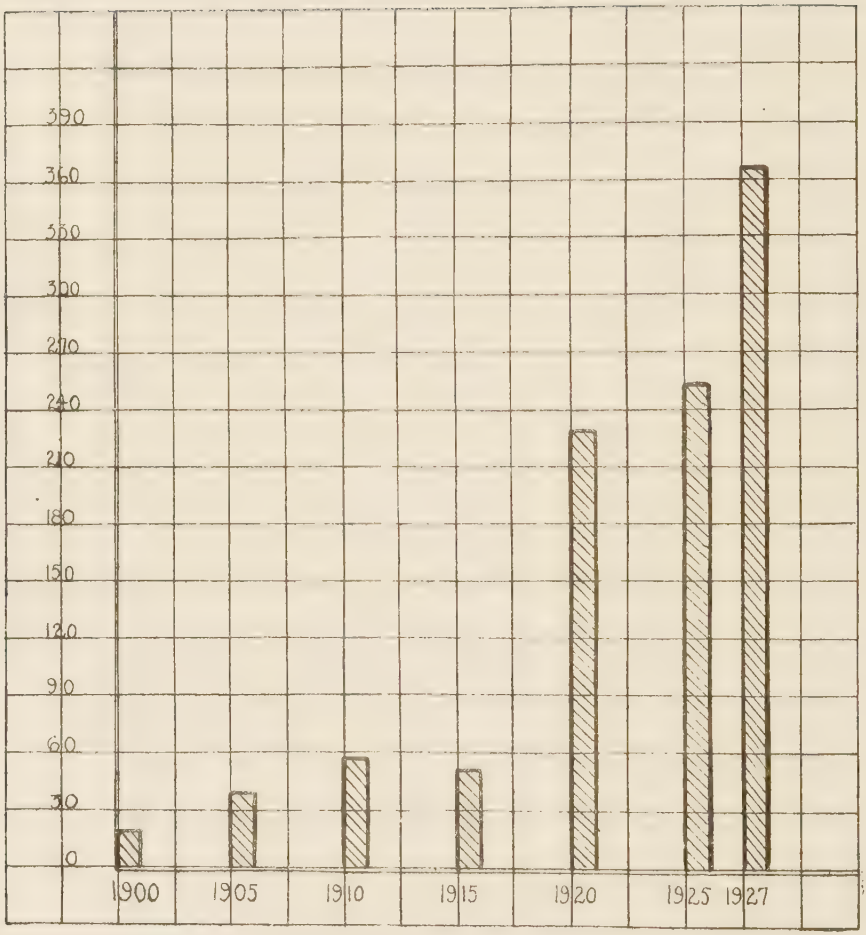

Fig. 19.- Valuation of the property of the Normal School, Troy, Alabama, in thousands of dollars.

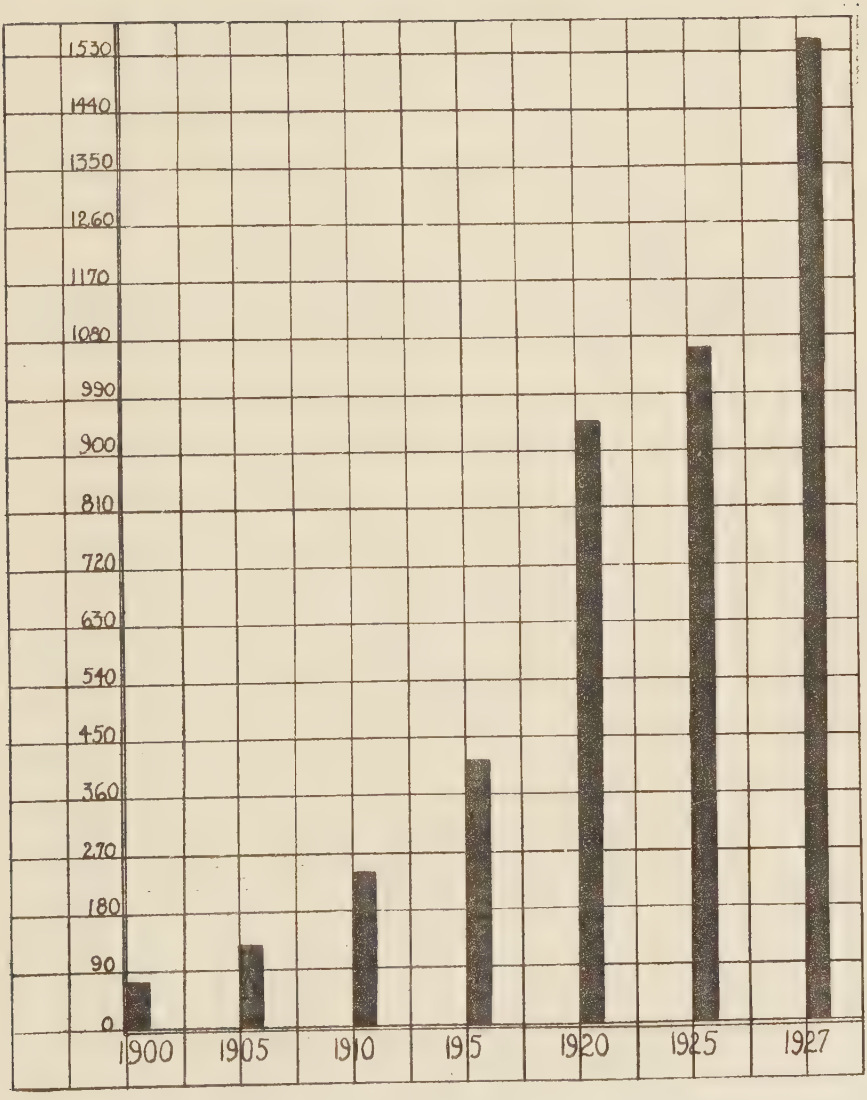

Fig. 20.- Total valuation of property of the teacher-training institutions of Alabama in thousands of dollars.

Control of Expenditures

The various states in the Gulf region have provided legislative protection for the funds appropriated for their several state normals. The first step in this direction has always been a detailed request for funds presented by the president to the proper authorities. Doubtlessly this was done in order to determine the appropriateness of the stated needs. The items in the budget were continuously defended by the administrative officer of the school or his representative until their final disposition by the governor of the state. After the appropriation was made the state continued its protection by designating legal specifications as to its expenditure. It is noteworthy that centralization of control has increased during the period of this study. The steps involved in securing and expending appropriations will be examined in this section of the study.

Routine for securing appropriations.- In Alabama the early appropriations were for teachers' salaries only, since the state required the local communities to furnish and maintain the school plant. This practice was in keeping with the earlier law in Alabama applicable to public schools, which provided that "the school moneys distributed ....from the State school fund, shall not be issued for any

purpose than the payment of qualified teachers."[1]

The following excerpt from the legislative enactment establishing the normal school at Livingston, Alabama, is quoted because it is typical of the Alabama enabling acts for teacher-training institutions.

> ....There shall be annually appropriated and set apart from the first day of October, 1883, out of the general educational revenue apportioned to the whites, the sum of $2500 for the support and maintenance of the State normal school.[2]

It is readily recognized that under such conditions no budgetary procedure was necessary to secure the appropriations. An examination of the annual reports of the department of education for the State of Alabama shows that it was not until 1912 that the state made appropriations for physical maintenance or for capital outlay.[3] The act of the General Assembly of Alabama in 1911 creating the board of trustees of the state normal schools stated that the board should make an official report to each regular session of the legislature. These reports contained requests for funds. The following excerpt is taken from one of the reports of the board:

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[1] A. J. Walker, The Revised Code of Alabama, 1867, p.272. Montgomery: Reid and Screwes, 1867.

[2] Acts of Alabama, 1882-83, p.523. Montgomery: W. D. Brown and Co., 1883.

[3] Annual Report of the Department of Education of the State of Alabama, 1912, p.290. Montgomery: Brown Printing Co., 1912.

Recommendations

1. That the present annual appropriation of $20,000 to the Class A normal schools be increased to such an amount as will enable them to provide an adequate and properly trained teaching force.

2. That a special appropriation be made each Class A school for the erection and equipment of an observation and practice school.[1]

The normals were placed under the immediate control of the State Board of Education in 1919.[2] Estimates of needs since then are submitted to the state board by the president; the board makes its report and recommendations to the legislature.[3] Figure 21 illustrates the procedure.

The history of budgetary procedure in Louisiana differs in detail from that of Alabama. From its establishment the Louisiana normal has been entirely supported by the state whereas the Alabama institutions received a part of their support from local communities. An examination of the reports of the president of the Louisiana normal school and the recommendations of the state superintendent indicate that these two officials joined in urging the legislature and the governor to support the institutions adequately before 1916. After 1916 the budget had to be submitted to the Louisiana State Board of Affairs. The law creating this board defines its duties.

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[1] Report of the Board of Trustees of the State Normal Schools to the Legislature of Alabama, January, 1919, p.17. Issued by State Normal School Board, 1919.

[2] General Laws of the Legislature of Alabama, 1919, p.644. Montgomery: The Brown Printing Co., 1919.

[3] Ibid.

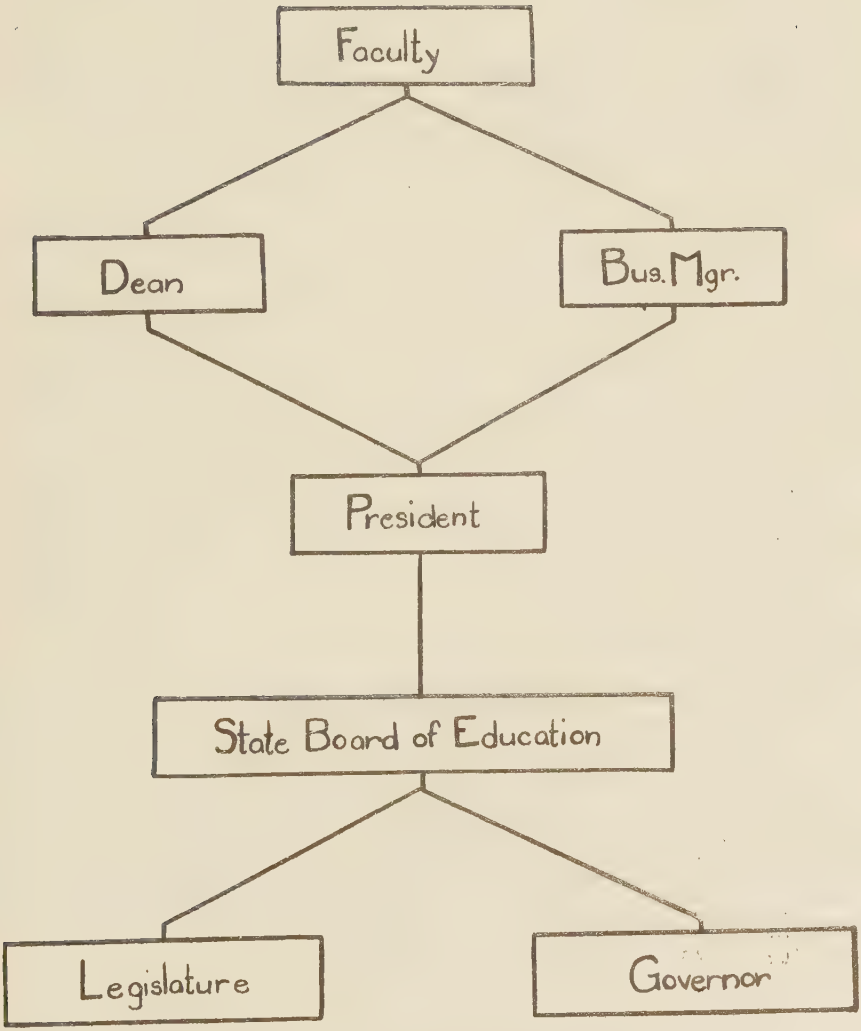

Fig. 21.- Budgetary procedure for the teachers colleges in Alabama.

It shall be the duty of the board and it shall have the power and authority; (1) to require every department of the State and every public institution, the conduct or operation of which involves the receipt, expenditure, or handling of any State funds or property, to submit to the board at least ninety (90) days before the meeting of the General Assembly an estimate of its revenues and expenditures for each fiscal year of the ensuing biennial period; (2) to distribute not later than January 1 of each year in which the General Assembly may regularly meet to each department or institution aforesaid the proper blanks necessary for appropriation of the budget estimates.[1]

The report of the board to the legislature usually contained the whole or a condensation of the explanation by the normal president of the estimate of the requirements of the school. For that reason the success of the school depended partly upon the ability of the president to present the claims of the school forcibly. The following "Explanation of Estimate" by President V. L. Roy is quoted from the budget recommendations made by the Board of State Affairs to the general assembly of Louisiana for the regular session of 1918:

STATE NORMAL SCHOOL
Explanation of Estimate

Salaries.- This item calls for a minimum increase of $3,000. This is required because (a) of the rising scale of wages, and (b) of some necessary increase in the salaries of certain underpaid teachers. We have had to increase wages about 40 per cent, and still we are almost in despair for help. Some faculty members have resigned in the last year on account of our low salary schedule.
(a) Teachers. (b) Other employes.

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[1] Acts passed by the General Assembly of the State of Louisiana, (Reg. Ses.), 1916, p.332. Baton Rouge: Ramires-Jones Printing Co., 1916.

General Expenses.- No increase over 1917-1918 is asked in the minimum schedules. The increase this year over last year is chiefly due to the high cost of fuel and to insurance.

Repairs.- Besides the ordinary repairs, it is imperative that the roofs of two dormitories be repaired ($225); that a new roof be built over the laundry ($820); that several hundred feet of gutters be renewed ($525); and that five of our big frame buildings be repainted ($1,600).

Improvements.- To distinguish from betterments, I have included equipment, etc. Besides furniture and library books, where the minimum calls for practically no increase, the following essentials are provided for: Library shelves and supplies, $500; apparatus for the several laboratories, $900; fire apparatus, hose, hydrants and extinguishers, $600.

New Buildings.- The sum of $20,000 asked as absolutely necessary is for an infirmary ($18,000) and an engine room ($2,000). At present our sick students are housed in a dormitory and our facilities are deplorably poor. Such a condition of affairs may justly be regarded by the public as inexcusable. Our tin-roof engine-room shelters expensive dynamos and machinery; it should be a concrete structure. The dormitory for men ($55,000) and that for women ($45,000) are to take the place of dingy old frame buildings which are a constant fire menace.

Betterments.- These items are as follows: (1) Well, including pumping machinery ($3,200). While we have at this time a good well as well as an old, inferior well, experience teaches that the life of our wells is brief. It is imperative, therefore, that another well be put in. We cannot depend on Natchitoches for water and cannot run the school without a sure water supply. (2) Fences ($800). The ten-year-old picket fence, in spite of continuous repairs, is in deplorable condition. Rebuilding the immediate front will cost $800; other main portions would cost $1,200 more. (3) Tile drains and grading ($450 on the main campus are required for hygienic reasons).

V. L. Roy, President.[1]

The board followed the president's explanation

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[1]Budget Recommendations made by the Board of State Affairs to the General Assembly of Louisiana, (Regular Session), 1918, p.58. Baton Rouge: Ramires-Jones Printing Co., 1918.

of his estimate with an explanation of its recommendations. Usually the board recommended less than the amount of the first estimate:

EXPLANATION OF RECOMMENDATION
State Normal School

The amount recommended by this board for support and maintenance, including repairs, for the biennial period ending June 30, 1922, viz., $96,000.00, for each of the years in the biennial period, or a total of $192,000.00, is on a parity with the appropriation made by the General Assembly in 1918 for the biennial period ending June 30, 1920.

The request made by the institution for improvements and new buildings is $120,000.00. There is no doubt in our minds of the necessity for these new buildings and improvements, the members of this board having visited the State Normal and noted its needs and had the State sufficient money at hand it would unhesitatingly recommend an appropriation for these necessities.[1]

Section 9 of Article 12 of the Louisiana constitution of 1921 declares:

The Louisiana State Normal College, heretofore known as the Louisiana State Normal School,....(is) declared to be (a) higher institution of learning now embraced in the educational system subject to the direct supervision of the State Board of Education. For the support and maintenance of the institution named above and existing at the date of this constitution there shall be appropriated annually by the Legislature a sum of not less than seven hundred thousand (700,000) dollars to be apportioned in said acts of appropriation to said institution as their needs may require upon the recommendation of the State Board of Education. The Legislature shall make additional appropriations for improvement, equipment, support and maintenance of State institutions as their needs may require.[2]

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[1] Budget Recommendations, 1920-1922, submitted to the Governor and General Assembly of Louisiana by the Board of State Affairs, p.61. Baton Rouge: Ramires-Jones Printing Co., 1920.

[2] Constitution of Louisiana, 1921, pp.92-93. Baton Rouge: Ramires-Jones Printing Co., 1921.

In 1921 the State Board of Affairs was abolished[1] but the work of the board relating to budgets was continued under the Louisiana Tax Commission in accordance with a law passed back in 1916.[2] Since 1921 the budget of the Louisiana State Normal College has been submitted by the president of the institution to the State Board of Education for approval; then placed in the hands of the Tax Commission for consideration, and finally sent by them to the legislature and governor.[3] Figure 22 shows graphically the present budgetary procedure in Louisiana.

In Mississippi the budgets of the two teachers colleges are submitted by the presidents of the institutions to their respective boards of trustees who approve or modify them. They are then included in the report of the trustees to the state authorities. These steps in the budgetary procedure in Mississippi are shown in Figure 23. In order to illustrate the general plan followed by the presidents in explaining their needs, the writer presents an explanation of one of the budgets of the Hattiesburg Teachers College:

OUR NEEDS

First--A Hospital.

> The need for a hospital is imperative. In a group of from 300 to 500 people, there will always be some sickness. During the past year, patients have been cared for in their rooms, at a great disadvantage to themselves and to their roommates. It is almost impossible

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[1] Ibid., 81.

[2] Budget Recommendations, 1926-1928, submitted to the Governor and the Legislature of Louisiana April 8, 1926, by the Louisiana Tax Commission, p.3.

[3] Information contained in a letter from T. H. Harris, State Superintendent of Education, Baton Rouge, Louisiana, April 19, 1930.

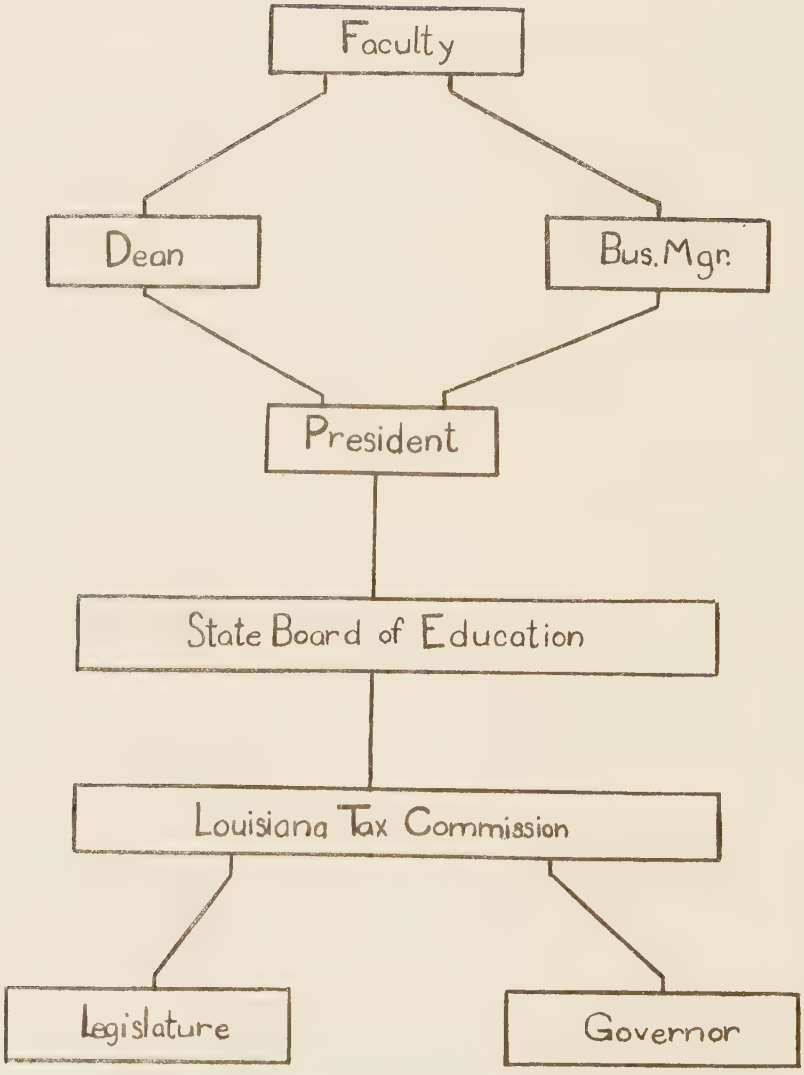

Fig. 22.- Budgetary procedure of the Louisiana State Normal College.

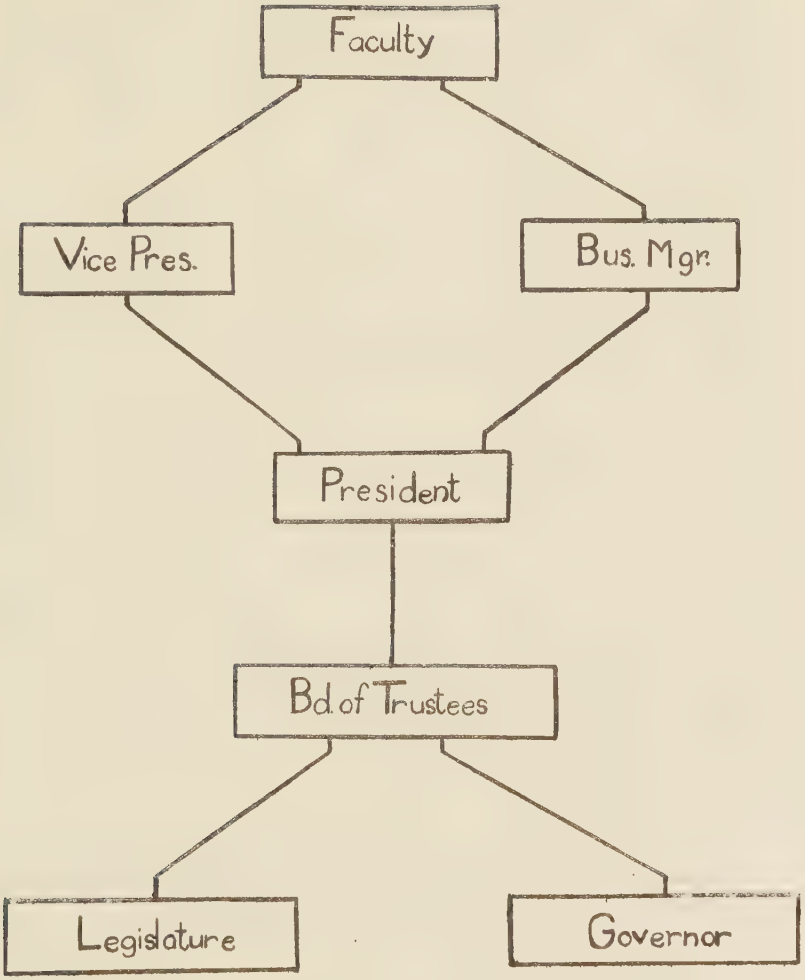

Fig. 23.- Budgetary procedure of the Mississippi State Teachers Colleges.

to control any outbreak of an infectious disease under these circumstances. Our dormitory facilities in the way of baths and toilets are not planned for sick people, and there is no proper place for special treatments. Food is an important factor in illness and convalescence, and it is next to impossible for the general kitchen to prepare food properly for patients. Since the food has to be carried several hundred feet from the general kitchen to the rooms, it can not reach the patient in attractive condition.

Second--A Laundry.

We need a laundry for our own convenience, and it would give opportunity to coin into education the major part of the work in the laundry, for we have many more applications for work than we can supply. We need a laundry also for hygienic reasons--it will relieve the school of danger from infectious diseases and help to keep out the bane of dormitories--bed-bugs.

Third--Ditching.

Through the northern portion of our property, there is a sag in which water stands and mosquitoes breed. We need a fund to ditch this land properly and thoroughly.

Fourth--Fence.

Our entire grounds should be fenced, because we are outside of the range of the city pound-keeper, and there is no stock law. Droves of cattle and of hogs, at present, range over our grounds, sleep in the vicinity of dormitories and other buildings, and render themselves a nuisance by attracting and breeding flies and by the disagreeable odors.

Fifth--Books.

If we had a fund of $1,000.00, I think we could supply text-books to our students on a rental basis, which would soon do away with the necessity for a fund and, at the same time, make books very much cheaper to out students.

Sixth--Another Dormitory.

With our present facilities, we have had to turn away some students during the regular term, and many students during the summer term. It will be well also to have another students' cottage.

Seventh--Farm.

> Our appropriation for the farm was very meagre the past two years. If we had more land cleared and could keep a little live stock, it would be a good thing, not only for teaching practical agriculture, but also for cheapening board.

Eighth--Employees' Houses.

> On account of the distance from town, the expense of car fare, and the general welfare of the college, we need two houses for professors, a cottage for women instructors, a house for engineer, and four houses for negro help.

Ninth--Campus Improvement.

> The appropriation for campus improvement was entirely inadequate, It will be necessary to employ a landscape architect to prepare plans for the grading and for the planting of trees, shrubbery, etc. The grading will have to be done before the walks can be laid, the roads constructed and the trees planted. We are entirely without shade and the trees should be planted just as soon as possible.
>
> We therefore need a liberal appropriation for this grading, etc., and I urge upon you the importance of stressing this need with the legislature at its next session.[1]

The Texas normals began operation under local boards of directors who made their reports to the State Board of Education. In the early history of the normal at Huntsville the president of the institution submitted to the state board an estimate of the necessary expenditures with little or no explanation.[2] The normals continued to make their requests through these channels until

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[1] Biennial Report of the Trustees of the Mississippi Normal College, 1912-1913, pp.12-14. Nashville: Brandon Printing Co., 1913.

[2] Third Biennial Report, Texas State Board of Education, p.13. Austin: E. W. Swindells, 1883.

1911 when the legislature placed them under the State Normal School Board of Regents.[1] One of the provisions of this act is that the board shall make such recommendations as it might deem best for the future welfare of the schools. The presidents file their budgets first with the Board of Regents of the Texas state teachers colleges. These requests for state support are considered by the board and transmitted to the governor and members of the Senate and House of Representatives of the State of Texas. In 1919 an intermediary step was inserted through the creation of the State Board of Control.[2]

> Sec. 8. ...It shall be the duty of the head of each department, school, institution and of the prison system and of the head of any of the divisions or departments of government for which appropriations are made by the Legislature, to submit to the State Board of Control, not later than the fifteenth day of September of each year preceding the regular biennial session of the Legislature, an itemized account of all items of expenses for the preceding two years, and an estimate of the appropriations required by his department, school or institution, or by the prison system for the regular biennial appropriation made by the Legislature, which estimate shall be submitted itemized in such manner as may be practicable and as required by the Board of Control. Upon receipt of these estimates from the heads of the various departments and institutions and schools of the State it shall be the duty of the Board to investigate and consider the same, and to give hearings to those submitting the same, and to obtain information from every available source, including the reports of its auditors and examiners, and after such hearings it shall be the duty of the Board of Control to

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[1] General Laws of Texas, (Regular Session), 1911, pp.286-87. Austin, Texas: Austin Printing Co., 1911.

[2] General Laws of Texas, (Regular Session), 1919, pp.323-28. Austin: A. C. Baldwin & Sons, 1919.

make up an appropriation budget for the Legislature, which said budget shall be printed not later than December first of the year immediately preceding the meeting of the regular biennial session of the Legislature.[1]

Therefore the Board of Regents has made since 1919 the budgetary report to the Board of Control and to the same state officials to whom they were reporting preceding that date. The reasons for continuing to present their needs to the legislature and the governor are given very clearly in the following excerpt from the Board of Regents of the Texas State Teachers Colleges:

In considering the requests of these colleges as well as the requests of other state institutions, the Board of Control allots the available revenue, and cannot give due cognizance of the needs of the colleges because the combined requests of all the institutions largely exceed the estimated available revenue; hence the recommendations made by the State Board of Control do not and cannot represent the needs of the various state institutions, but represent only a recommendation as to the equitable distribution of the revenues of the State. In other words, the deductions made by the Board of Control represent the efforts made by the Board to bring expenditures within the estimated means at the disposal of the State.[2]

In both cases the presidents of the teachers colleges or their representatives make the necessary explanation of their budgets to the Board of Control and to the legislature and governor. (See Figure 24) The following quotation will illustrate how this is done:

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[1] Ibid., 327.

[2] Eighth Biennial Report, Board of Regents, Texas State Teachers' Colleges, years ending August 31, 1925, and August 31, 1926, p.5.

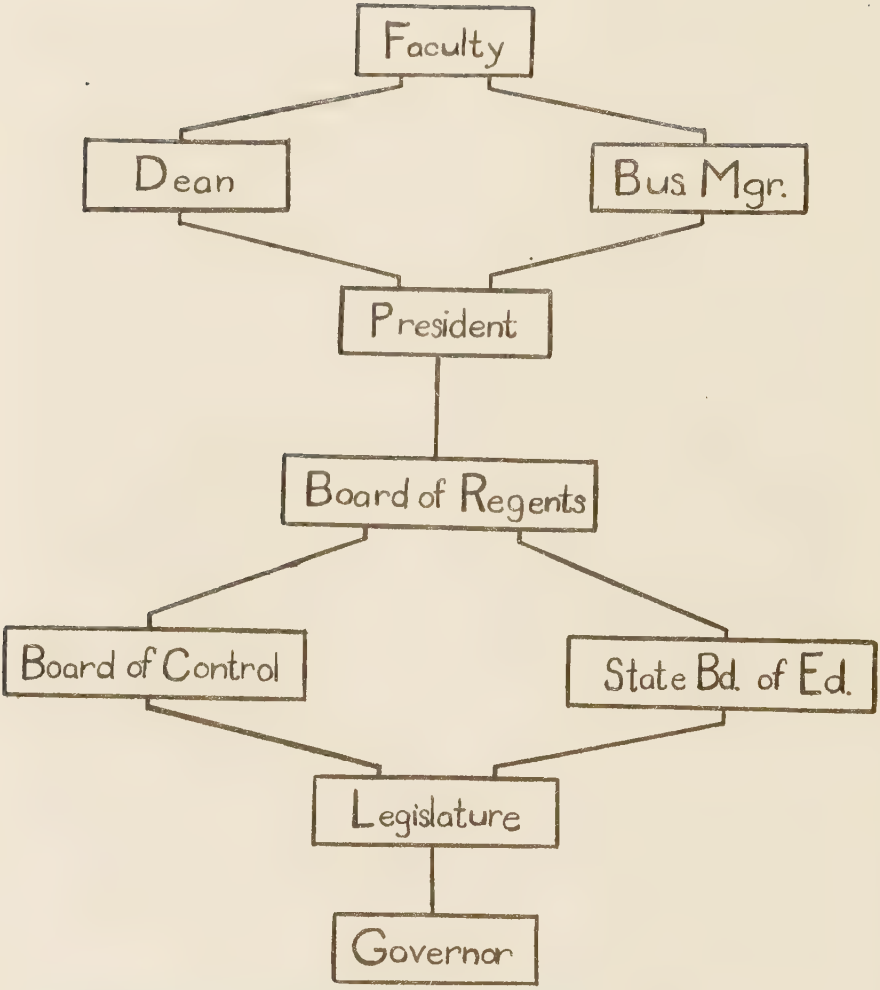

Fig. 24.- Budgetary procedure for teachers colleges in Texas.

V. SUMMARY OF ESSENTIAL NEEDS

North Texas State Teachers' College, Denton, Texas
(As estimated by Board of Regents in its request made through the Board of Control).

For Fiscal Years Ending August 31,	1930	1931
Salaries	$406,370.00	$406,370.00
Summer School	100,000.00	100,000.00
Departmental Maintenance	63,107.50	53,143.05
Miscellaneous Items	32,450.00	32,450.00
Repairs, Replacements, etc.	30,475.00	41,200.00
Additional Land	30,000.00	15,000.00
Library Building	250,000.00	-------
Addition to Education Building	-------	100,000.00
Woman's Building	-------	250,000.00
	$912,402.50	$998,163.05

The imperative needs may be listed as follows:

1. Land:

The recreation park should be extended to Avenue A. This would require the purchase of five residences and the closing of a dead end of one street.

Additional land should be acquired adjacent to the present campus when new buildings are provided.

2. Buildings:

The capacity of the present Education or Demonstration High School Building should be doubled.

A second story should be placed on the power plant which is utilized for manual training and industrial arts.

The College is in great need of two physical education or health buildings. These in past years have been called gymnasiums. We prefer to think of them as buildings devoted to the physical welfare of the institution.

Since the College is not provided with dormitories, a cafeteria or commons would go a long way toward solving the living conditions for the students.

The state should provide at least one large building for women which could be used for housing freshman girls and which would be the means of establishing a standard for living in the boarding community of the College.

A library is no longer a need; it has become a necessity.

3. Teaching Staff:

The Teachers Colleges must be allowed a salary scale that will enable the Board to secure and hold teaching staffs

that measure up to the needs of a professional school.

R. L. Marquis, President.[1]

There is probably no need to give in detail the manner in which the appropriation bills work their legislative way through to their final approval of the governor. Before each committee and the governor they must be defended. The following statement illustrates some of the difficulties encountered:

> I remember the first time I went before a committee to represent one of the normal schools of Texas and asked for $25,000.00 maintenance. One of the committee said: "The law establishing the schools says you will get $20,000.00 and no more." I said to him: "The law says that the comptroller must set aside $20,000.00 from the revenue for the school but it does not prohibit the Legislature from giving us more." The House gave us $25,000.00. The Senate, however, did not do it, and the free conference raised it from $20,000.00 to $22,000.00 the first time--and it will be borne out by the president of Sam Houston over there--that the State of Texas never gave over $20,000.00 for the support and maintenance of a normal school. And I say to you that that $2,000.00 was worth more than $100,000.00--that we would rather have had that $2,000.00 then than for some philanthropist to have given us at one time $100,000.00 because it was clearly a recognition of the State normal schools. Since then the Legislature has been more liberal with us.[2]

Routine for expending appropriations.- A thorough analysis of the legislative acts governing the budgetary and appropriation procedure reveals that quite

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[1] Ninth Biennial Report, Board of Regents, Texas State Teachers Colleges, years ending August 31, 1927, and August 31, 1928, pp.10,13.

[2] W. H. Bruce, "The Normal Training of Teachers in High Schools," Proceedings and Addresses of the Texas State Teachers' Association, Thirty-Sixth Annual Meeting, 1914, San Antonio, Texas, pp.72-73. Austin, Texas: E. L. Steck, 1914.

generally throughout the Gulf States the agencies responsible for the explanation and recommendation of the budgets were further held for the proper expenditure of them.

The expenditure of the public funds of the State of Alabama is protected by constitutional provisions. The state constitution of 1875 provided that no money should be paid out of the treasury except upon appropriations made by law and on warrants drawn by the proper officer. A regular statement and account of receipts and expenditures of all public moneys was required to be made and to be published annually as directed by law. When a new constitution was adopted in 1901 the wording of the aforementioned section of the 1875 constitution was embodied in the later constitution.[1]

The enabling acts establishing the teachers colleges in Alabama made the following references in each case to the expenditure of the funds appropriated for the college:

Florence:

> Sec. 5. Be it further enacted, That the board shall, under the restrictions and limitations of this act, direct the disposal of any and all monies appropriated to said school, and shall prescribe the duties of the secretary and treasurer thereof.[2]

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[1] James J. Mayfield, The Code of Alabama, 1923, pp.289-90. Atlanta: Foote and Davies Co., 1923.

[2] Acts passed by the Board of Education of the State of Alabama, at the session of 1872, p. 25. Montgomery: Arthur Bingham, 1873.

Livingston:

Provided, That no portion of said sum shall be used for any other purpose than the payment of the salaries of the teachers, and the necessary appliances and text-books for instruction; and provided further, That not more than five hundred dollars shall be used for appliances and text-books in any one year.[1]

Jacksonville:

Sec. 9. Be it further enacted, That the president of the board of directors shall make a full and complete annual report to the superintendent of education of the operations of the Normal school, specifying the number of professors or teachers, the amount of salary of each, the amount of money received and disbursed, and such other information as may be required by law.

Sec. 14. Be it further enacted, That the money appropriated and due to the school shall be certified semi-annually, by the superintendent of education, to the State auditor, upon application of the president of the board of directors, and the State auditor shall thereupon draw his warrant on the State treasurer in favor of the Treasurer of the Normal school for the amount thus certified.[2]

Troy:

Sec. 1. ....The said appropriation shall be under the control of the commissioners hereinafter provided for, and shall be applied in such manner as they may deem best to carry out the purpose of this act; provided, however, that no portion of said appropriation shall be used for any other purpose than the payment of the salaries of the faculty.

Sec. 5. ....And they shall take such bond from such treasurer as they shall deem sufficient and adequate to secure the faithful fulfillments of his duties, in at least double the amount that he may have in hand at any one time, bond to be approved by the county superintendent and probate judge of Pike county, and a certified copy

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[1] Acts of the General Assembly of Alabama, 1882-83, pp.523-24. Montgomery: W. D. Brown and Co., 1883.

[2] Ibid., 521.

thereof filed in the office of the superintendent of education.[1]

Acts of the General Assembly of Alabama passed in 1892-93[2] contained repetitions of Section 14 of the Jacksonville enabling act.

The responsibility for the proper expenditure of funds was placed on the board of trustees of the state normal schools by the law creating this board in 1911.[3] In 1919[4] the normals passed under the control of the State Board of Education of Alabama which became responsible for the control and management of the appropriations made to the normal schools by the following provisions:

> The State board of education shall direct expenditures of annual legislative appropriations for support and maintenance of State normal schools for white teachers.... All funds appropriated to said normals shall be paid upon requisition of the State superintendent of education upon the State auditor who will draw a warrant on the State treasurer in favor of the treasurer of the school for which the requisition is made. ....It shall be the duty of the president of each of said normal schools at the end of each session or in a reasonable time thereafter to publish once a week for three consecutive weeks in a newspaper published in the county where such school is located an itemized statement showing receipts, expenditures and disbursements of such school of which he is president.[5]

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[1] Acts of the General Assembly of Alabama, 1886-87, pp.959,960. Montgomery: W. D. Brown and Co., 1887.

[2] Acts of the General Assembly of Alabama, 1892-93, pp.1040-42. Montgomery: Brown Printing Co., 1893.

[3] General Acts of Alabama, 1911, pp.494-96. Montgomery: Brown Printing Co., 1911.

[4] General Acts of Alabama, 1919, pp.567-78. Montgomery: Brown Printing Co., 1919.

[5] Ibid., 644.

Under an Alabama law of 1919 which created the State Board of Control, the normal schools were required to secure all supplies through that board. Section 17 of the statute stated:

> That when the head of any department of State or the head of a board of directors or board of managers shall desire any office supplies or materials or other articles of use or necessity within the terms of this Act written application shall be made therefor to the State Board of Control sworn to and stating by items the articles desired and needed, showing out of what fund they are to be paid, that the articles are necessary, the amount of the requisition not excessive and that no part of the same shall be used except in conducting the public business, and such applications shall be kept on file in the office of the Board of Control.[1]

In 1923 an act was passed by the Legislature of Alabama to amend an act entitled "An Act to create a State Board of Control and Economy." Section 14 of this later act[2] provided that the new Board, the Board of Convict Supervisors, should purchase all supplies for all departments and activities of the state, except educational, charitable and eleemosynary institutions governed by their own board of trustees and managers. By another act of 1923 the name of the Board of Convict Supervisors was changed to the State Board of Administration.[3] Since the teachers colleges in Alabama are under the State Board of Education, their supplies are purchased by the State Board of Administration. The routing for the expenditure of state funds is shown in Figure 25.

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[1] Ibid., 46.

[2] Laws of Alabama, 1923, p.71. Montgomery: Brown Printing Co., 1923.

[3] Ibid., 629.

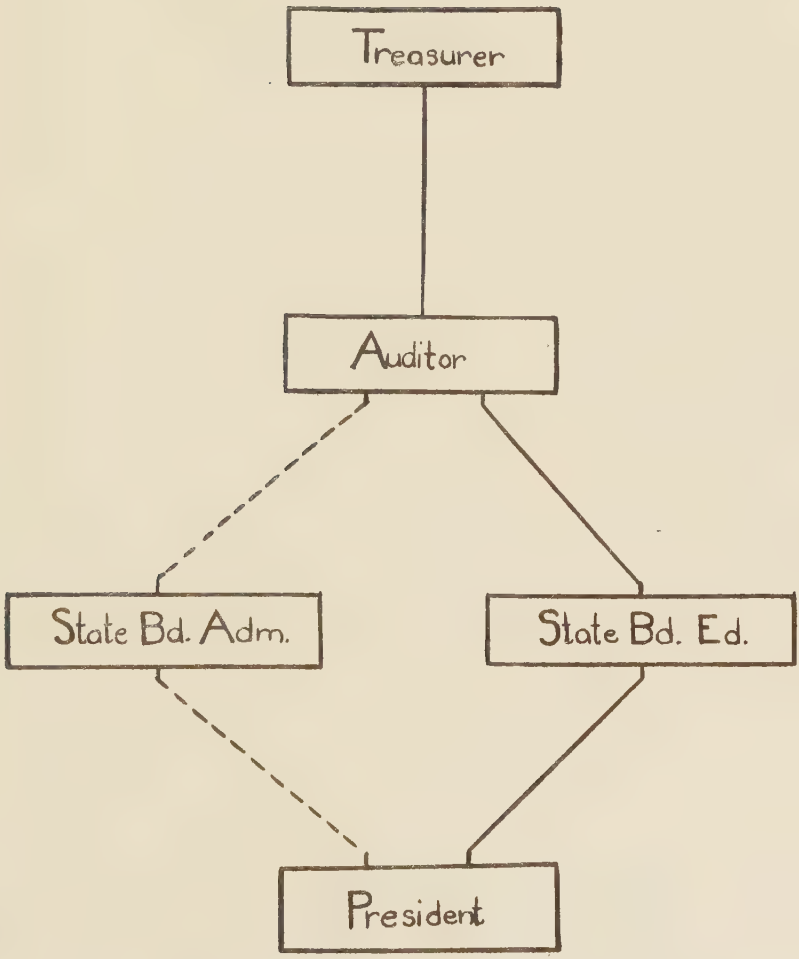

Fig. 25.- Routine for expenditure of appropriations for the teachers colleges in Alabama.

The enabling act of the Louisiana State Normal College, Natchitoches, Louisiana, contained the provision that "there shall be appropriated out of the general fund of the State the sum of $6,000 per annum payable by the State treasurer in equal monthly installments upon the warrant of the president of the board of administrators of the normal school, counter-signed by the secretary of the board of education." In 1888 the General Assembly of Louisiana passed an act creating a new board of administrators for the normal college.[1] This board was given the same control over expenditures as that of the preceding board. The provisions of the laws regulating expenditures of funds appropriated for the Louisiana college are shown in Figure 26.

Under the constitution of 1921 the Louisiana college was placed under the direct control of the State Board of Education. One of the requirements of the state board was that the treasurer should make a biennial report of the receipts and disbursements of the school.[2] At present when appropriations become available the state auditor issues warrants on the state treasurer who issues a check to the institution.[3]

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[1] Acts of Louisiana, (Regular Session), 1888, p.18. Baton Rouge: Leon Jastremski, 1888.

[2] Eighteenth Biennial Report of the Louisiana State Normal School, Natchitoches, Louisiana, 1920, pp.23-25. Normal Quarterly of the Louisiana State Normal School, Vol. IX, No. 3. Natchitoches, Louisiana: Louisiana State Normal School, 1920.

[3] Information contained in a letter from T. H. Harris, State Superintendent of Education, Baton Rouge, Louisiana, April 19, 1930.

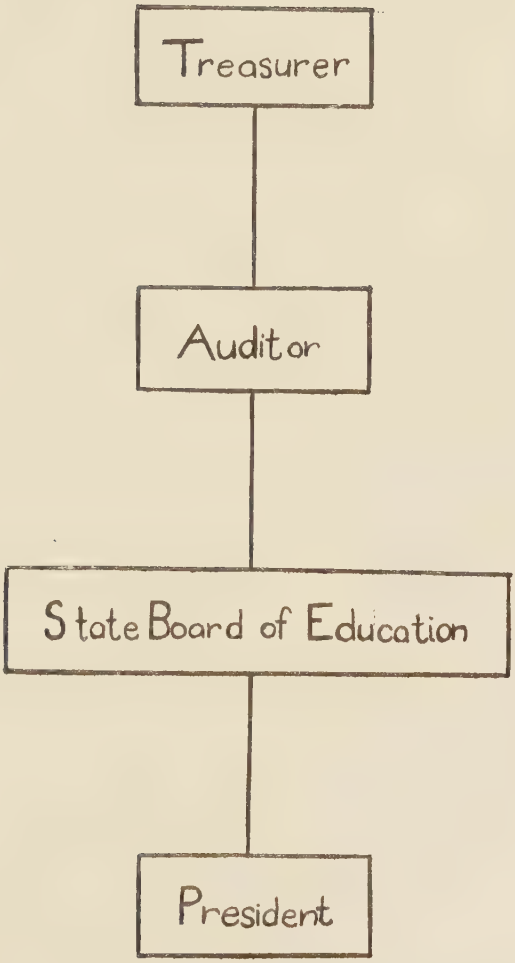

Fig. 26.- Routine for the expenditure of the appropriations for the Louisiana State Normal College.

The Mississippi Normal College was established in 1910.[1] The enabling act for that institution provided that its trustees should elect a treasurer who should give bond in the amount of the largest sum likely to come into his hands conditional for the faithful discharge of his duties as treasurer. This official should likewise keep an accurate account of all money received and paid out; the account for articles and supplies of every kind purchased should also be kept and reported. Section 8 of the act provided that this institution should state and settle its accounts annually with the state auditor. A statement of all accounts connected with the institution under the law must be submitted to the governor ten days previous to the meeting of the legislature. The governor should present them to the legislature.

In order to prevent an immediate depletion of the funds in the state treasury, the legislature in 1920 passed an act prohibiting the withdrawal of money from the state treasury except as needed from time to time by the institutions or departments for which it had been appropriated.[2]

In 1922 a statute[3] was passed by the Mississippi

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[1] Laws of Mississippi, 1910, pp.105-109. Nashville: Press of Brandon Printing Co., 1910.

[2] Laws of the State of Mississippi, 1920, p.352. Jackson: Tucker Printing House, 1920.

[3] Laws of Mississippi, (Regular Session), 1922, p.333. Jackson: Tucker Printing Co., 1922.

legislature relating to the manner in which the trustees of state institutions might purchase supplies on competitive bids. This law required the Mississippi Teachers College to purchase all supplies and drugs at wholesale prices by competitive offers secured by publishing in some newspaper in the county in which the institution was located lists of supplies required by the school for the succeeding month or quarter. The bids were required to be in writing and were to be kept on file. The contract, according to the law, was to be awarded to the lowest responsible bidder.

Each legislative appropriation for the teachers colleges in Mississippi carried with it a description of the manner in which the money appropriated in the act should be spent. These requirements vary in detail from year to year but generally are found to contain certain characteristic requirements, which may be listed: (1) the money appropriated must be drawn from the state treasury upon warrants drawn by the auditor of public accounts; (2) a warrant must be drawn monthly or as needed; (3) all drafts must be issued upon the written request of the president of the normal college with the written endorsement and approval of the governor; (4) the treasurer must pay the warrants out of any money in the state treasury not otherwise appropriated; (5) the money appropriated must be expended under the direction of and with the approval of the board of trustees of the normal college;

(6) a report containing an itemized statement of all receipts and disbursements made in all the departments of the school must be made to the legislature; (7) all sums appropriated and not used as authorized must be "covered back" into the state treasury; (8) the appropriations for the specific items on the bill must be used only for the purposes designated; (9) contracts must not be made by the board of trustees or obligations incurred in excess of the appropriations which have been made; (10) transfers of funds from one department to another may be made by the president of the institution with the consent of the board of trustees but none of the funds so transferred may be used for increasing or paying salaries.

The Delta Teachers College created by an act of the Mississippi legislature in 1924[1] is governed in practically the same manner as its older sister institution. Its appropriations are expended in practically the same manner as those of the Hattiesburg school. The required procedure is shown in Figure 27.

While the Texas normal schools were operating under the local board of directors and the State Board of Education the accounts against the schools were examined at the end of each month by the local board, approved if correct, and forwarded to the governor for approval before

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[1] Laws of Mississippi, 1924, pp.512-15. Jackson, Mississippi: Tucker Printing House, 1924.

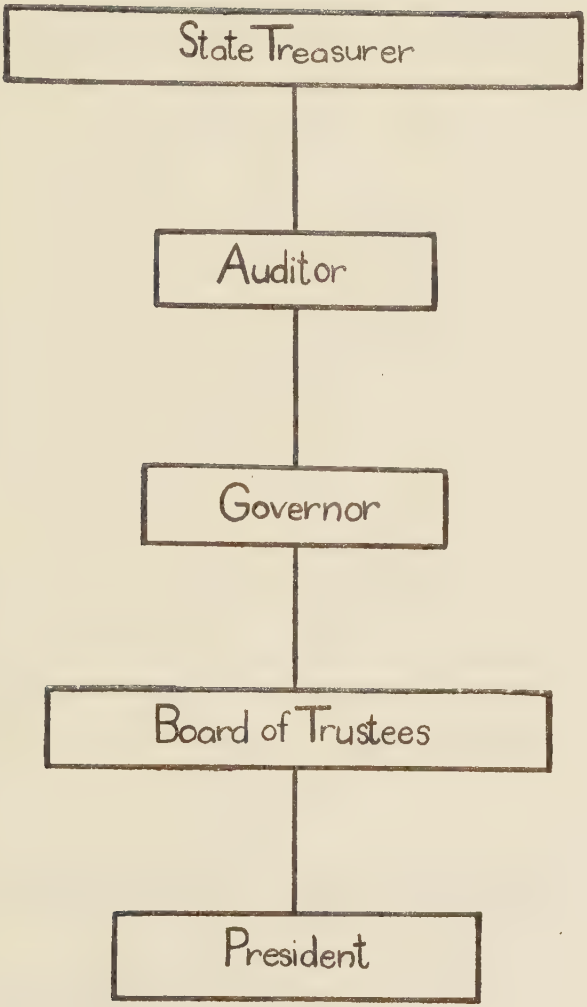

Fig. 27.- Routine for the expenditure of appropriations for teachers colleges in Mississippi.

payment could be made. Vouchers for all payments made out of the state appropriations were filed in the office of the state comptroller.[1]

Governor John Ireland strenuously objected to such detailed procedure in expending the money appropriated for the normal schools. In his message to the eighteenth legislature he called the attention of that body to the manner of auditing the accounts against the funds set apart for the support of teacher-training institutions. "These accounts are now passed upon by the president of the local boards and approved by him, and they are then approved by the principal of said schools. They then come to the Governor and from him go to the secretary of the Board of Education.... These accounts range from fifty cents upwards."[2]

The Texas normals were placed under the State Normal School Board of Regents in 1911. Two of the duties of the new board were: (1) to direct the disbursement of all appropriations made by the legislature for the support and maintenance of the schools, and (2) to file in each

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[1]Report of the Local Board of Directors, Sam Houston Normal Institute, 1900, p.36. Catalogue of the Sam Houston Normal Institute, 1899-1900. Huntsville, Texas: Sam Houston Normal Institute, 1900.

[2]John Ireland, "Governor's Message to the Eighteenth Legislature of Texas, 1883," Governors' Messages, (Coke to Ross), p.484. Collection of the Archive and History Department of the Texas State Library. Austin: Texas State Library, 1916.

house of the legislature at its regular session a statement of the receipts and expenditures of each of the state normal schools showing the amount of salaries paid to the various teachers, contingent expenses, expenditure for improvement, and other necessary expenses.[1]

The thirty-third legislature of Texas at its first called session in 1913 passed an act to prohibit the creation of deficiencies or debts in money of the state, by regents, directors, officers or members of governing boards of any of the educational institutions of Texas.[2] This law also prohibited the making of any contract or the creating of any debt inconsistent with existing laws, and the diverting of funds appropriated for designated purposes.

The Texas state legislature imposed upon the Board of Control in 1919 certain duties relative to the expenditure of appropriations made for the support and maintenance of the state teacher-training institutions.[3] This statute provided that the board should purchase for the normal schools all supplies except perishable goods, technical instruments, and books. Figure 28 shows the

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[1] General Laws of Texas, (Regular Session), 1911, pp.74-75. Austin, Texas: Austin Printing Co., 1911.

[2] General and Special Laws of the State of Texas, 1913, (First Called Session), p.32. Austin: Von Boeckmann-Jones Co., 1913.

[3] Laws of Texas, (Regular Session), 1919, pp.323-28. Austin: A. C. Baldwin and Sons, 1919.

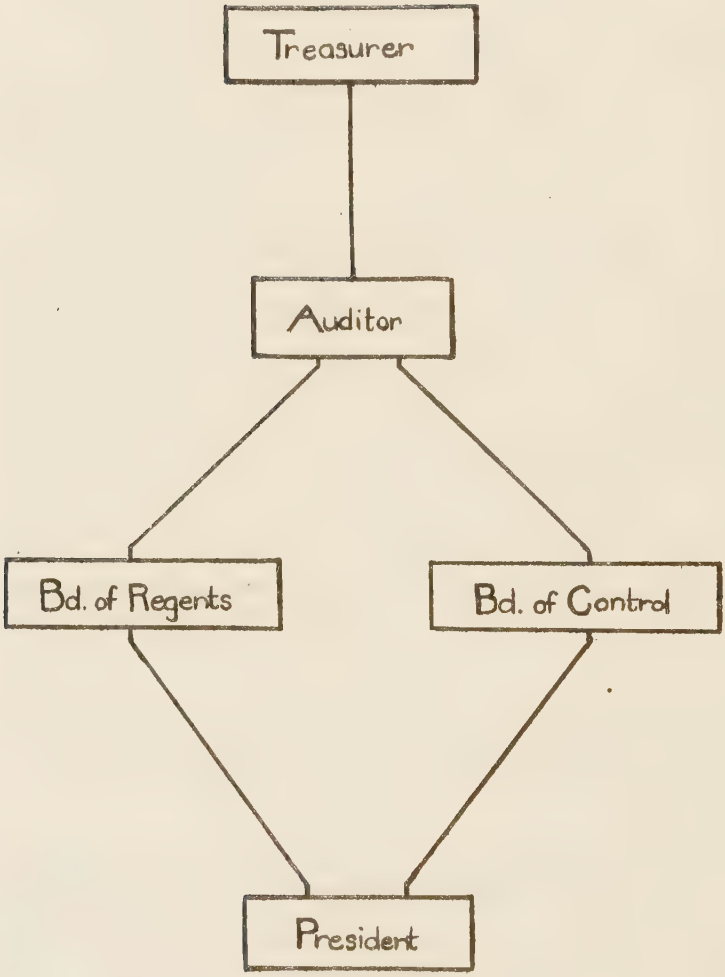

Fig. 28.- Routine for expenditure of appropriations for the teachers colleges in Texas.

routine for the expenditure of appropriations for the Texas teachers colleges.

There is a uniform system of accounting in all of the Texas teachers colleges.[1] The report of the Board of Regents of the Texas State Teachers Colleges for 1925-26 stated that local and state funds were disbursed only upon vouchers duly approved by the presidents of the respective colleges and the president of the Board of Regents, and that the originals of the vouchers payable out of state funds were on file with the comptroller of the State of Texas, and those payable out of the local funds were on file with the secretary of the Board of Regents at Austin, Texas.[2]

The local funds are any sums received by the teachers colleges other than those appropriated by the state. The major part of these consists of receipts from students and incidentals.[3] This local fund is spent by the Texas teachers colleges for certain needs not covered by state appropriations. In order to show the nature of these expenditures the disbursements in detail from local funds of the East Texas Teachers College are given below.

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[1] Report of the Board of Regents of the Texas State Teachers Colleges, 1925-26, p.5. Austin: Von Boeckmann-Jones Co., 1926.

[2] Ibid.

[3] Fourth Biennial Report of the Texas State Normal Schools, 1917-18, p.21. Austin: Von Boeckmann-Jones Co., 1919.

EAST TEXAS TEACHERS COLLEGE

Disbursements in Detail from Local Fund*

	1922-23	1923-24
1. Catalogs, bulletins, stationery, office supplies	$ 550.79	$ 4,069.73
2. Department expenses, including materials used in Home economics, Manual Training, and other laboratories	1,398.61	5,016.51
3. Heat, light, and power expense	1,567.73	5,131.49
4. Janitors' supplies, ice and miscellaneous expense	3,656.90	1,463.18
5. Salaries of additional employees, including instructors for summer school	12,863.54	12,825.25
6. Upkeep of buildings and grounds	1,832.52	2,140.18
7. Text and reference books	773.92	1,050.86
8. Postage, telegraph, telephone, express, freight, etc.	1,029.93	813.81
9. Traveling Expenses	1,096.65	665.84
10. General equipment and permanent improvements	90.09	919.01
11. Miscellaneous items, not included in above		1,692.12
12. Rent President's Home		378.00
13. Athletic equipment and field		1,508.00
14. Student labor		768.11
15. Band and Orchestra		28.88
16. Regents' Expense and auditing		611.92
17. Student publications		588.00
18. Student Fees (Blanket Tax)		8,265.00
19. Book Refunds	3,614.15	
	$28,474.83	$47,935.89

In order to safeguard the finances of the teacher-training institutions the presidents and treasurers of the colleges are under good and sufficient bonds. An annual

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*Seventh Biennial Report of the Board of Regents of the Texas State Teachers Colleges, for the years ending August 31, 1923, and August 31, 1924, p.42.

audit of the financial affairs of each college is made, showing in detail the disbursements of all funds.[1]

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[1]Eighth Biennial Report, Board of Regents of the Texas State Teachers Colleges, 1925-1926, p.5.

CHAPTER IX

ADMINISTRATION

Introduction

Through a study of the evolution of agencies of control of the normal schools in the Gulf States it is discovered that in the case of those states which have had more than one teacher-training institution for any length of time, there has been a gradual concentration of power in the hands of a central state board. Alabama experienced local boards interested in the growth of their respective schools, then a normal school board interested in the development of the teacher-training system, and finally the State Board of Education of Alabama controlling the normal schools, but interested primarily in their use for the promotion of the public schools of the entire state. Texas attempted to supervise her teacher-training schools by the State Board of Education of Texas operating through local boards, but changed to a State Normal School Board of Regents with wide powers.

The powers delegated by the Gulf States to each of the respective boards seem to follow the general practice of the entire country. The report of the Committee on Normal Schools of the National Educational Association made in 1899 gave some attention to the powers and duties of boards of trustees.[1] It was pointed out that

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[1] Proceedings of the National Educational Association, 1899, p.33. Published by the Association, 1899.

"it is the function of the Board of Trustees to know the plans of the internal management, and to comprehend the aims and principles involved....but the power to be exercised should be one of investigation, discussion and suggestion, rather than one of construction, definition and decision."

This is a suitable place in the discussion of the history of the boards of control to state that with the present system there is not always unanimity of opinion concerning its perfection. The primary objection to the composition of the state boards is the fact that men occasionally serve on them who are not deeply interested in the work of the normals or who are not competent.

It is, furthermore, unfortunately true that the members of the governing bodies (the educational Boards) apparently lack the sense of responsibility which people attach to the occupancy of these positions, resulting in indefinite knowledge of the requirements of the institutions by the members of the Boards and a ready and general acquiescence in the recommendations and plans of the administrative heads. The committee is greatly impressed with the belief that the welfare of these institutions can be greatly advanced by bringing to the service of these Boards men representing the highest type of active citizenship throughout the State.[1]

It is difficult to determine through a study of the catalogues and other records the amount of the administration that has been handled exclusively by the president, or under his immediate direction, and that which has been

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[1] Reports of the Subcommittees of the Central Investigating Committee of the House and Senate, Third Called Session, Thirty-fifth Legislature of Texas, 1917, pp.727-28. Austin: Von Boeckmann-Jones Co., 1917.

delegated to other administrative officers or faculty committees. One fails to find, however, in the early catalogues of the normal schools any reference to administrative committees and little mention of deans and other administrative officers. It may be stated as a fact generally true that it was not until the normal schools began to take on the appearance of teachers colleges in recent years that one finds any indication of delegation of authority on the part of the president. After that time there are found among the various teacher-training institutions administrative organizations ranging from the extremely simple to the highly complex.

Boards of Control of State Normal Schools

Alabama.- The act passed by the Board of Education of the State of Alabama at the session of 1872 establishing a normal school at Florence, Alabama, for the education of white male teachers did not provide a board of control for the institution.[1] A separate act provided for the board of directors of the institution whose duties were to manage, organize, and control the school. Section 5 of the act provided that the board should "under the restrictions and limitations of this act direct the disposal of any and all monies appropriated to said school."[2] There were nine

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[1] Acts passed by the Board of Education of the State of Alabama, 1872, pp.27-28. Montgomery: Arthur Bingham, 1873.

[2] Ibid., 25.

persons named as members of the board of directors, one of whom was the State Superintendent of Public Instruction. The law provided that any vacancy in the board should be filled by the remaining members, subject to the approval of the State Board of Education. No qualifications were mentioned. Section 1 stated that "the said directors shall hold their office at the pleasure of the board and shall receive no compensation."[1] The Alabama legislature amended the act of 1872 at the legislative session of 1886-87. Under this act the control of the Florence normal school was vested in a board of directors appointed by the governor, with the provision that no two might reside in the same county. The law also contained the provision that every two years the term of office of two of six members should expire.[2]

In 1882, when the State of Alabama accepted the use of the Livingston Female Academy for the purpose of establishing a state normal school, the law provided that the trustees of the existing institution, seven in number, should constitute the board of directors of the normal school.[3] The function of this board was very similar to

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[1] Ibid., 24.

[2] Twentieth Annual Catalogue of the State Normal College and Model Training School, Florence, Alabama, 1892-93, p.7. Montgomery: The Brown Printing Co., 1893.

[3] General Laws of the Legislature of Alabama, passed at the session of 1882-83, pp.523-26. Montgomery: Brown Printing Co., 1883.

that required of the Florence board. The provisions for the filling of vacancies, length of term, and compensation corresponded with the provisions of the act governing the board of directors of the Florence normal school. Senate Resolution No. 517 passed at the session of 1903 by the legislature of Alabama added the governor and the state superintendent to the board of trustees of the Alabama normal college at Livingston.[1] In 1907 the board of directors was changed by an act of the legislature.[2] Under the new law the board of directors consisted of six members, together with the governor, the state superintendent, and the president of the school, who was an ex-officio member. These directors were appointed by the governor with the provision that no two should reside in the same county except the county in which the normal school was located, where two might reside. Two directors were to be appointed every two years for a term of six years. No compensation was allowed except for actual expense in going to and from the meetings.

Section 2 of Act 252 of the General Assembly of Alabama passed at the session of 1882-83 provided that a board of directors, composed of eleven members and the

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[1] General Laws of the Legislature of Alabama, passed at the session of 1903, p.427. Montgomery: Brown Printing Co., 1903.

[2] General Laws of the Legislature of Alabama, passed at the session of 1907, pp.102-104. Montgomery: Brown Printing Co., 1907.

state superintendent, be thereby established for the state normal school at Jacksonville, Alabama.[1] It was the duty of this board of directors to organize a normal school at Jacksonville upon the most approved plan, to elect a president and complete corps of instructors, and to adopt such rules and regulations as might be necessary for the organization and successful operation of the school. The directors held their office at the pleasure of the State Board of Education of Alabama but received no compensation for their services. Vacancies in the board of directors were to be filled by the remaining members. By an act of February 15, 1897, the Governor of Alabama was added to the Jacksonville board and he was given the power of appointing its members.[2]

The state normal school at Troy, Alabama, was established by the Alabama legislature at the session of 1886-87. The provisions for the board of directors of this school were the same as those given in the enabling act of the Livingston normal.[3] By a legislative act of 1893 the governor, the state superintendent, and the president of

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[1] General Laws of the Legislature of Alabama, passed at the session of 1882-83, pp.520-22. Montgomery: Brown Printing Co., 1883.

[2] Thomas McAdory Owen, History of Alabama and Dictionary of Alabama Biography, p.806. Vol. II. Chicago: The S. J. Clarke Publishing Co., 1921.

[3] Acts of the General Assembly of Alabama, 1886-87, pp.959-962. Montgomery: W. D. Brown and Co., 1887.

the college, ex-officio, were added to the board, and upon the governor was conferred the power of appointment. The length of term was made six years. The powers were the same as those conferred by the preceding act.[1]

Due to the fact that the normal schools were governed by independent boards, acute rivalry and not infrequently unfriendly relations existed between the various institutions.[2] The several boards of directors of the various state normal schools were abolished in 1911[3] and one board created. This act provided that the governor, the state superintendent and the six members who should be appointed by the governor should constitute a board of trustees for the white normal schools. The appointive members were appointed respectively for one, two, three, four, five, and six years. The duties and powers of this board were (1) to visit the schools once during each scholastic year, (2) to require uniform educational ideals and standards, (3) to elect the officers and faculties of the schools, and (4) to make an official report to each regular session of the legislature of Alabama.

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[1] Acts of the General Assembly of Alabama, passed by the session of 1892-93, pp.104-43. Montgomery: Brown Printing Co., 1893.

[2] Report of the Board of Trustees of the State Normal Schools to the Legislature of Alabama, January, 1919, p.6. Issued by the State Normal Board, 1919.

[3] Acts of the General Assembly of Alabama, 1911, pp.494-96. Montgomery: Brown Printing Co., 1911.

Under the new board differences of former years disappeared and a cooperative working basis was established.[1]

By a general law approved September 25, 1915,[2] additional powers were conferred upon the trustees created by the act of 1911, approved April 18, 1911. This later act conferred the right to acquire, sell, and convey real and personal property which they held in trust belonging to the several normal schools. In addition the trustees might borrow money and, for its security, give such lien, mortgage, or deed of trust upon any property held by them for the benefit of the various schools as they might deem necessary. School buildings, furniture and equipment, or the land on which the buildings stood were made exceptions to the preceding clause.

Although the law of 1911 centralized the control of the normal schools it was found that they were not being operated to the best interest of the Alabama school system.[3] The legislature in 1919 passed a law which placed the control and management of the several normal schools of the

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[1] Report of the Board of Trustees of the State Normal Schools, to the Legislature of Alabama, January, 1919, p.6. Issued by the State Normal Board, 1919.

[2] General Laws of the Legislature of Alabama, 1915, pp.846-47. Montgomery: Brown Printing Co., 1915.

[3] Annual Report of the Department of Education of the State of Alabama for the scholastic year ending September 30, 1919, pp.142-43. Part I. Montgomery: Brown Printing Co., 1919.

state under the State Board of Education of Alabama.[1]

The State Board of Education is composed of eight members, the Governor and the State Superintendent of Education ex-officio, and six others appointed by the Governor and confirmed by the Senate. The terms of office are for twelve years, with the terms of two members expiring every four years. This insures stability and will serve as a safety valve at each change of administration.[2]

Louisiana.- The Louisiana State Normal College was established by a legislative act in 1884. A board of administrators was created for the normal school consisting of five competent white citizens appointed by the State Board of Education of Louisiana from the city of Natchitoches, Louisiana. Their term of office was for four years and no compensation was given for the services performed by them. The state board filled all vacancies. The duties of the board of administrators were to organize and to manage the financial and other interests of the school.[3] An act in 1886 providing for the administration and support of the state normal school at Natchitoches re-enacted all provisions of the act of 1884 dealing with the

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[1] General Laws of the Legislature of Alabama, passed at the session of 1919, p.644. Montgomery: Brown Printing Co., 1919.

[2] Annual Report of the Department of Education of the State of Alabama, 1919, p.47. Part I. Montgomery: Brown Printing Co., 1919.

[3] Acts passed by the General Assembly of the State of Louisiana, 1884, pp.60-62. Baton Rouge: Leon Jastremski, 1884.

board of administrators.[1] The State Superintendent, in his report to the general assembly, 1886-87, recommended that the general assembly amend the law governing the college in such a way as to place the institution under a board of administrators composed of representative men from different sections of the state. It was the opinion of the superintendent that the school was injured by the fact that it was controlled by a local board.[2] Acting upon this recommendation the general assembly in 1888 passed an act creating a new board of administrators, consisting of six competent white citizens selected and appointed by the State Board of Education of Louisiana, one from each of the first five circuits of the Courts of Appeal and one from the city of Natchitoches. Vacancies were to be filled by the State Board of Education. The term of office was for four years without compensation for services performed by the members in connection with the office.[3] Under the constitution of 1921 the college

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[1] Acts passed by the General Assembly of the State of Louisiana, Regular Session, 1886, pp.102-03. Baton Rouge: Leon Jastremski, 1886.

[2] Biennial Report of the State Superintendent of Public Education to the General Assembly, 1886-87, pp.xvi-xvii. Baton Rouge: Leon Jastremski, 1888.

[3] Acts passed by the General Assembly of the State of Louisiana, Regular Session, 1888, p.18. Baton Rouge: Leon Jastremski, 1888.

passed under the direct control of the State Board of Education.[1]

Mississippi.- The government of the Mississippi normal college established in 1910[2] was vested in a board of trustees composed of one member from each congressional district in the state, the governor, and the state superintendent, ex-officio. The governor was to be president of the board. The power to appoint the trustees was conferred upon the governor with the consent of the senate. Four of the trustees served for a term of two years and the remainder for six years, their successors in each class to be appointed in like manner for six years. The board of trustees had general supervision, management, and direction of the institution.[3]

The Delta State Teachers College, established in 1924, was governed by a board of trustees, two members appointed from the first Supreme Court district, two from the second, and two from the third; two members from the state at large; the governor, and the state superintendent

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[1] Louisiana Constitution, 1921, pp.92-93. Baton Rouge: Ramires-Jones Printing Co., 1921.

[2] Laws of the State of Mississippi, (Special Session), 1910, pp.105-10. Nashville: Press of Brandon Printing Co., 1910.

[3] First Biennial Report of the Board of Trustees of the Mississippi Normal College, 1912, pp.63, 65. Hattiesburg, Mississippi: Board of Trustees of the Mississippi Normal College, 1912.

serving ex-officio. All other provisions relating to the board of trustees of the Delta college were similar to those of the State Normal College at Hattiesburg.[1]

Texas.- The State Board of Education, according to the law establishing the Sam Houston Normal Institute at Huntsville, Texas, in 1879, was to have possession and charge of the institute and to put it into operation. All rules and regulations as to the government and discipline of the school were prescribed by the board.[2] The State Board of Education of Texas was required by the act to appoint a local board of three directors who should hold frequent meetings at the institute, should have general supervision of the buildings and grounds, and should perform all other similar duties pertaining to the institute. The local board also made the reports required by the Board of Education of Texas. The salary for each member of the local board was not to exceed $100 annually. Below is a detail list of the duties of the local board:

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[1] Laws of the State of Mississippi, Regular Session, 1924, pp.512-15. Jackson: Tucker Printing House, 1924.

[2] General Laws of the State of Texas, 1879, pp.182-83. Published by authority, 1879.

1. To audit claims or accounts against the Institute, and forward same to State Board of Education for approval.

2. To employ a janitor at a salary not to exceed $25 per month.

3. To keep a register of the boarding houses in Huntsville, wherein pupils may be accommodated with board, and to receive and inform pupils upon arrival where board can be had.

4. To make two reports of the administration of the Institute during each year - one report to be made ten days previous to the close of the calendar year, and one at the end of the fiscal year.

5. To have such improvements and repairs made, and to make such purchases of books, etc., as may be recommended by the Principal of the Institute as necessary: Provided, that in no event shall expenditures exceed the sum appropriated for the maintenance of the Institute.

6. To investigate all questions of differences that may arise between the teachers in reference to their official duties, and, if possible, to reconcile such differences, and endeavor by their kind offices to promote the general harmony of the Institute; and, upon failure, to report the result of their investigation to the State Board of Education.

7. To have control, subject to the supervision of the State Board of Education, of all property, real and personal, appertaining to said Normal School; and they are hereby authorized and empowered to take any action necessary and proper to take, to assert and exercise such control; and at any time that may be deemed necessary by the Principal of said Institute to make any additions to, or improvements in or on the said property, or to purchase any books or apparatus, or to make any expenditures whatever for the school; the principal shall make up and present to the Board of Directors a statement relating to the same, and, if it seems proper to them, they shall make such addition or improvements, or purchase such tools or apparatus, in such manner as to them may seem proper.

8. To appoint a treasurer, who shall receive and disburse, as directed by the Board, all money received from the incidental fees or other source.[1]

The enabling act for the school at Denton, Texas,

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[1] J. Baldwin, "Principal's Report to the State Board of Education, December 1, 1882," Third Biennial Report, State Board of Education, 1883, p.22. Austin: E. W. Swindells, 1883.

passed at the regular session of the twenty-sixth legislature, 1899, provided for a local board with powers and duties similar to those of the Sam Houston Normal Institute.[1]

The first act concerning the Southwest Texas Normal School at San Marcos, Texas, passed at the same session of the twenty-sixth legislature, did not provide for a local governing board.[2] There was, however, another law passed in 1901 creating a local board of directors.[3]

In 1909 when the West Texas State Normal College was located at Canyon, Texas, the enabling act provided for the usual local board of directors. After the opening of the normal college at Canyon in 1909 it was realized that the government of these various institutions, together with the other duties of the board, made it impracticable for them to remain under the direction of the state board.[4] Accordingly, in 1911, the thirty-second legislature in its special session placed the four state normal schools under

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[1] General Laws of the State of Texas, 1899, pp.74-75. Austin, Texas: Von Boeckmann, Moore and Schutze, 1899.

[2] Ibid., 175.

[3] General Laws of the State of Texas, passed at the regular session of the twenty-seventh Legislature, 1901, p.34. Austin: Von Boeckmann, Schutze & Co., 1901.

[4] First Biennial Report of the State Normal School Board of Regents for the years ending August 31, 1911, and August 31, 1912, p.5. Austin: Von Boeckmann-Jones Co., 1913.

the State Normal School Board of Regents. This board was given full power in the management and control of the normal schools.[1] The act specified that the members of the board of regents should be "of good education and of high moral character, known to be friendly to the normal schools of Texas." The following duties were listed: (1) to erect, equip, and repair buildings; (2) to purchase libraries, furniture, apparatus, fuel, and other necessary supplies; (3) to employ and discharge presidents or principals, teachers, treasurers, and other employees, and to fix the salaries of the persons so employed, it being the duty of the principal of each of the state normal schools "to nominate annually to the Board of Regents such professors, teachers, officials, and assistants as in his opinion will promote the best interest of the institution;" (4) to visit each state normal school at least once during each scholastic year for the purpose of inspecting its work and gaining such information as would enable the board to perform its duties intelligently; (5) to determine what departments of instruction should be maintained and what subjects of study should be pursued; (6) to make an annual report to the Governor of Texas showing the general condition of the affairs of each state normal school for white

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[1] General and Special Laws of the State of Texas, passed by the thirty-second Legislature, 1911, pp.74-75, Austin: Austin Printing Co., 1911.

teachers; (7) to make such recommendations as the board might deem best for the future welfare of the schools; (8) to determine the conditions on which students might be admitted to the state normal schools and what grades of certificates might be issued to students attending the schools; (9) to direct the disbursement of all appropriations made by the legislature for the support and maintenance of the schools; (10) to audit and approve all accounts and to issue all vouchers and warrants necessary for the efficient administration of the schools; (11) to file in each House of the Legislature of Texas at each of its regular sessions a statement of receipts and expenditures of each of the state normal schools showing the amount of salaries paid to the various teachers, contingent expenses, expenditures for improvements, and other necessary expenses; and (12) to make such recommendations as might be proper relative to the appropriations for the schools to be made by the legislature.

This law of 1911 designated the term of office for the members of the board of regents as two years and conferred upon the governor the appointive power, subject to the ratification of the senate. At the same session of the legislature, however, a joint house resolution was passed submitting an amendment to article 16 of the Constitution of the State of Texas, providing that the members of the board of regents and boards of trustees who were managers of the

various state institutions be elected or appointed for a term of six years, one-third of the members of the boards to be elected or appointed every two years.[1]

At its regular session in 1913, the legislature fixed the number and the term of office of the members of the State Board of Regents of Normal Colleges in accordance with the constitutional amendment, mentioned previously.[2] Under the later law the board consisted of six members, no more than two of whom would retire at the end of each biennial period.

By an act of the Texas legislature[3] approved March 2, 1929, the Board of Regents of the State Teachers Colleges was increased from six to nine persons. The three new members were appointed so that the term of office of one of them would expire simultaneously with two of the old members, another with two other old members, and the third with the remaining two members. Thereafter the term of office was to be six years.

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[1] General Laws of the State of Texas, passed by the thirty-second Legislature, 1911, p.286. Austin: Austin Printing Co., 1911.

[2] General Laws of the State of Texas, passed by the thirty-third Legislature, 1913, pp.191-92. Austin: Von-Boeckmann-Jones Co., 1913.

[3] Laws of the State of Texas, Regular Session, 1929, p.295. Printed by authority, 1929.

Internal Administrative Organization

An examination of the catalogues reveals that there was little or no attempt at a definite internal administrative organization within the normal schools before 1911 and that the organization principally took place at the time the institutions became teachers colleges. In the case of the State Teachers College at Jacksonville, Alabama, no internal administrative organization has ever been undertaken. It is probable that in the cases where no administrative officers were listed or no faculty committee given, such officers and committees existed without official recognition in the catalogue. Little or no accurate data could be obtained concerning this fact. Minutes of various faculty meetings held before 1900 were examined in the president's office at the Sam Houston State Teachers College, Huntsville, Texas. At that time it seemed customary to appoint temporary committees to accomplish a specific task.

The tables (XXI to XXVI) accompanying this discussion are self explanatory. The question may logically be raised as to whether or not some of the officers listed may properly be termed administrative officers. The writer has accepted the list of administrative officers usually given in the first pages of the catalogue.

In 1924 Shelton Phelps and Charles A. McMurry[1] surveyed the State Teachers College at Hattiesburg, Missis-

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[1]Report of Shelton Phelps and Charles McMurry on file in the administrative offices, Hattiesburg, Miss.

TABLE XXI

ADMINISTRATIVE OFFICERS, FLORENCE, ALABAMA*

	Years Office was in Existence																				
	1874	1876	1883	1886	1892	1895	1898	1903	1906	1909	1910	1911	1912	1913	1914	1915	1916	1919	1923	1927	1928
1. President	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Secretary	x	x	x	x	x	x	x	x	x	x	x	...	...	x	x	x	x	x	...	...	...
3. Treasurer	...	...	...	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Dean	...	...	...	...	...	...	...	...	...	...	...	x	x	...	...	...	...	...	...	...	x
5. Librarian	...	...	...	...	x	x	...	...	...	...	...	x	x	x	x	x	x	x	x	x	x
6. Secretary to President and Faculty	...	...	...	...	...	...	...	...	...	...	...	x	x	...	...	...	...	...	...	x	x
7. Social Director at Dormitory	...	...	...	...	...	...	...	...	...	...	...	...	...	x	x	x	x	x	x	x	...
8. Superintendent or Director of Training School	...	...	...	...	x	x	...	...	x	x	x	...	x	...	...	...	...	...	x	x	...
9. Registrar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	x	x	x	x
10. Dean of Women	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	x

*Data taken from catalogues.

TABLE XXII

ADMINISTRATIVE OFFICERS, CANYON, TEXAS*

Officers of Administration	Years Office was in Existence											
	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929
1. President.....	x	x	x	x	x	x	x	x	x	x	x	x
2. Sec'y. of College.	x	x	x	...	...	...	...	...	...	...	...	...
3. Sec'y to President	x	x	x	...	...	...	x[a]	x[a]	x	x	x	x
4. Librarian.....	x	x	x	...	...	...	...	...	...	...	...	...
5. Sup't of Buildings & Grounds..	x	x	...	...	...	...	...	...	...	...	...	...
6. Insp. of Sanitation	x	x	x	...	...	...	...	...	...	...	...	...
7. Dean of College...	...	x	x	x	x	x	x	x	x	x	x	x
8. Associate Dean of College.....	...	x	x	x	x	x	x	x	x	x[b]	x[b]	x[b]
9. Dean of Women.....	...	x	x	x	x	x	x	x	x	x	x	x
10. Associate Dean of Woman.....	...	x	x	x	x	x	x[a]	x[a]	...	...	...	...
11. Registrar.....	...	x	x	x	x	x	x	x	x	x[b]	x[b]	x[b]
12. Sec'y of College & Business Manager	...	...	...	...	...	...	x	x	x	x	x	x
13. Sup't Tr.School...	...	x	x	x	x	x	x	x	x	x	x	x
14. Dean of Normal School.....	...	...	...	x	x	...	...	...	...	...	...	...
15. Dean Sub-college Division.....	...	...	...	...	...	x	x	...	...	...	...	...
16. Director of Public Service Bureau..	...	...	...	...	...	...	x	x	x	x	x	x
17. Dean of High School	...	...	...	...	...	...	...	x	x	x	x	x
18. Dean Emeritus.....	...	...	...	...	...	...	...	...	...	x	x	x

[a]Nos. 3 and 10 combined.
[b]Nos. 11 and 8 combined.
*Data taken from catalogues.

TABLE XXIII

ADMINISTRATIVE OFFICERS, SAN MARCOS, TEXAS*

Officers of Administration	Years Office was in Existence											
	1915	1917	1918	1919	1922	1923	1924	1926	1927	1928	1929	1930
1. President.....	x	x	x	x	x	x	x	x	x	x	x	x
2. Librarian.....	x	x	x	x	x	x	x	x	x	x	x	x
3. Secretary.....	x	x	x	x	...	...	x	...	...	...	...	...
4. Registrar.....	...	x	x	x	x	x	x	x	x	x	x	x
5. Dean of Women.....	...	...	x	x	x	x	x	x	x	x	x	x
6. Sup't of Training School.....	...	...	x	x	x	x	x	x	x	...	...	...
7. Assistant Librarian	...	...	x	x	x	x	x	...	...	...	...	...
8. Faculty Dean.....	...	...	...	...	x	x	x	x	x	x	x	x
9. Dean of Students...	...	...	...	...	x	x	x	x	x	x	x	x
10. Assistant Registrar	...	...	...	...	x	x	x	...	...	...	...	...
11. Treasurer.....	...	...	...	...	x	x	...	...	...	...	...	...
12. Auditor.....	...	...	...	...	x	x	...	...	...	...	...	...
13. Student Life Sec'y.	...	...	...	...	...	x	x	x	x	x	x	x
14. Principal Westover Training School...	...	...	...	...	...	x	...	...	...	...	...	...
15. Sec'y to President	...	...	...	...	...	x	...	...	...	...	...	...
16. Trained Nurse.....	...	...	...	...	...	x	...	...	...	...	...	...
17. Treasurer-Secretary	...	...	...	...	...	...	x	x	x	x	...	...
18. Bookkeeper.....	...	...	...	...	...	...	x	...	...	...	...	...
19. Director of Demon. School.....	...	...	...	...	...	...	...	...	...	x	x	x
20. Business Manager...	...	...	...	...	...	...	...	...	...	x	x	x

*Data taken from catalogues.

TABLE XXIV

FACULTY COMMITTEES, CANYON, TEXAS*

Name of Committee	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929
1. Adm. & Classification	x	x	x	x	x	.	.	.	.	.	.	.	.	.	.
2. Alumni	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Loan Fund Entertainment	x	x	.	.	x	.	.	.	.	.	.	.	.	.	.
4. Loans	x	x	.	x	x	x	x	x	x	x	.	.	.	.	.
5. Athletics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Auditing	x	x	.	.	.	.	.	.	.	.	.	.	.	.	.
7. Boarding Places	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
8. Buildings and Grounds	x	x	x	x	x	x	x	x	x	x	.	.	.	x	.
9. Bulletins	x	x	x	x	x	x	x	.	.	.	.	.	.	.	.
10. Decorations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
11. Educational Survey	x	x	x	x	x	x	x	.	.	.	.	.	.	.	.
12. Entertainment Attractions	x	.	.	x	x	x	x	x	.	.	.	.	.	.	.
13. Literary Soc. & Debates	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
14. Lyceum	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
15. Physical Education	x	x	.	.	.	.	.	.	.	.	.	.	.	.	.
16. Publications	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
17. Publicity	x	.	.	.	.	x	x	x	x	x	.	.	.	.	.
18. Special Programs	x	x	x	x	x	x	x	x	x	x	with 14.				.
19. Student Records (Creds.)	x	.	.	.	x	.	x	x	x	x	x	x	x	x	x
20. Student Welfare	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
21. Summer School	x	x	.	.	.	.	.	.	.	.	.	.	.	.	.
22. Training School	x	x	.	.	.	.	.	.	.	.	.	x	x	x	x
23. Y.M.C.A. & Y.W.C.A.	x	x	x	x	x	x	x	x	x	.	.	x	x	x	x
24. Student Positions	.	x	x	x	x	x	x	x	x	.	.	.	.	.	.
25. Calendar & Budget	.	.	.	x	x	x	.	.	.	.	.	.	.	.	.
26. Daily Program	.	.	.	x	x	x	x	x	x	x	.	.	.	.	.
27. Elem. School Relations	.	.	.	x	x	x	x	x	.	.	.	.	.	.	.
28. Student Advisers	.	.	.	.	x	x	x	x	x	x	x	x	x	x	x
29. Advisory	.	.	.	.	.	x	x	x	x	.	.	.	.	.	.
30. Library	.	.	.	.	.	x	x	x	.	.	.	.	.	.	.
31. Public Service	.	.	.	.	.	x	x	x	.	.	.	.	.	.	.
32. Resolutions	.	.	.	.	.	x	x	x	.	.	.	.	.	.	.
33. Teachers Institutes	.	.	.	.	.	x	x	x	x	x	x	.	.	.	.
34. College Activities	.	.	.	.	.	.	x	x	.	.	.	.	.	.	.
35. Supervisor of Grounds	.	.	.	.	.	.	x	.	.	.	.	.	.	.	.
36. Socials	.	.	.	.	.	.	x	x	.	.	x	.	.	.	.
37. Interschol. League Meet	.	.	.	.	.	.	x	x	x	x	x	.	.	.	.
38. Public Health	.	.	.	.	.	.	x	x	x	x	x	.	.	.	.
39. Entrance Exams	.	.	.	.	.	.	x	x	x	x	.	.	.	.	.
40. Course Committee	.	.	.	.	.	.	.	x	x	x	x	x	x	x	x
41. Museum	.	.	.	.	.	.	.	x	x	x	x	.	.	.	.
42. Calendar Committee	.	.	.	.	.	.	.	.	x	x	x	x	x	x	x
43. Student Honors	.	.	.	.	.	.	.	.	x	x	x	x	x	x	x
44. Students' Use of English	.	.	.	.	.	.	.	.	x	x	x	x	x	x	.
45. Council to President	.	.	.	.	.	.	.	.	.	x	x	x	x	x	x
46. Advanced Standing	.	.	.	.	.	.	.	.	.	x	x	x	x	x	x
47. Book Store	.	.	.	.	.	.	.	.	.	x	x	x	x	x	x
48. Executive Committee	.	.	.	.	.	.	.	.	.	.	x	x	x	x	x
49. Graduate Scholarship	.	.	.	.	.	.	.	.	.	.	.	.	x	x	x
50. Correspondence	.	.	.	.	.	.	.	.	.	.	.	.	.	x	x

*Data taken from catalogues.

TABLE XXV

FACULTY COMMITTEES, SAN MARCOS, TEXAS*

Committees	Years Office was in Existence				
	1926	1927	1928	1929	1930
1. Placement.....	x	x	x	x	...
2. Executive.....	...	...	x	x	x
3. Administrative Council	...	...	x	x	x
4. Alumni.....	...	...	x	x	x
5. Athletics.....	...	...	x	x	x
6. Boarding House.....	...	...	x	x	x
7. Commencement.....	...	...	x	x	x
8. Debating.....	...	...	x	x	x
9. Curriculum.....	...	...	x	x	x
10. Y.M.C.A. & Y.W.C.A.....	...	...	x	x	x
11. Loan Funds.....	...	...	x	x	x
12. Student Publications....	...	...	x	x	x
13. Student Publications....	...	...	x	x	x
14. Lyceum.....	...	...	x	x	x
15. Entertainment.....	...	...	x	x	x
16. Students' Use of English	...	...	...	x	x

*Data taken from catalogues.

TABLE XXVI

FACULTY COMMITTEES, FLORENCE, ALABAMA*

Name of Committee	Years Office was in Existence									
	1911	1912	1913	1914	1915	1916	1919	1925	1927	1928
1. Athletics	x	x	x	x	x	x	...	...	x	x
2. Attendance at Chapel	x	x	x	x	x	x	x	x	x	x
3. Books & School Supplies	x	x	...	...	...	...	...	...	...	...
4. Bulletins & Records	x	x	...	...	...	...	...	...	...	...
5. Classification	x	x	x	x	x	x	x	x	x	x
6. Commencement Exercises	x	x	x	x	x	x	x	x	x	x
7. Course of Study & Schedule	x	x	x	x	x	x	x	x		
8. Discipline	x	x	...	...	...	...	...	...	...	...
9. Entertainments & Public Exercises	x	x	...	...	...	...	...	...	...	...
10. Entrance Examinations	x	x	...	...	...	...	...	...	x	x
11. Library	x	x	...	...	...	...	...	...	x	x
12. Literary Societies	x	x	x	x	x	x	x	x	...	...
13. Lyceum Course	x	x	x	x	x	x	...	...	...	...
14. Self Help	x	x	...	...	...	...	...	...	...	...
15. Student Welfare & Social Life	x	x	...	...	...	...	...	...	...	...
16. Extension Work	...	x	x	x	x	x	x	x	x	x
17. Nominations	...	x	...	...	...	...	...	...	...	...
18. Buildings & Grounds and Student Employment	...	...	x	x	x	x	x	x	x	x
19. Appointments	...	...	...	...	...	...	x	x	x	x
20. Advisers of Senior Class	...	...	...	...	...	...	x	...	...	...
21. Advisers of Junior Class	...	...	...	...	...	...	x	...	...	...
22. Advisers of Sophomore Class	...	...	...	...	...	...	x	...	...	...
23. Adviser of students not High School Graduates	...	...	...	...	...	...	x	...	...	...
24. Physical Training	...	...	...	...	...	...	x	x	...	...
25. Publications	...	...	...	...	...	...	...	...	x	x
26. Boarding House	...	...	...	...	...	...	...	...	x	x
27. Clubs	...	...	...	...	...	...	...	...	x	x
28. Floral	...	...	...	...	...	...	...	...	x	x
29. Student Help	...	...	...	...	...	...	...	...	x	x

*Data taken from catalogues.

sippi for the purpose of offering suggestions which might improve the college. The following is found among their recommendations:

> Some reorganization of committees would seem helpful. When it is remembered that the function of the committee is to consider and to recommend policies, and in no case to administer them, it will seem logical to have few committees. They will perhaps be larger, and their personel will be determined by the interests, training, and experience of those selected for the task. The vice-president, in charge of instruction would logically be chairman of the committees the work of which pertains to instruction. There should be an instruction committee consisting of not less than seven (with the chairman a voting member) members appointed for one year. To insure faculty participation in making policies two things are helpful:
>
> 1. Change the personel of this committee somewhat each year, leaving enough members to make it a continuous body, but shifting 3 or 4 members yearly.
> 2. The faculty should carefully consider the reports of its committees, not adopting them merely as a matter of routine.
>
> This instruction committee could well take the place of the present committees: "course of study;" "programs and calendar;" "classification;" "affiliations;" and "correspondence study." These are all matters of instruction. Other committees similarly constituted should be organized for recommending policies to the faculty.

The question of the influence of the governing board upon the internal organization of the teacher-training institutions is important.

> Whenever a Governor or his Board of Trustees begin to meddle into the internal affairs of any institution, that minute the disintegration sets in.... The head of an institution, I repeat, should be elected and then given a free hand in the entire management.[1]

---

[1]Letter from G. W. Brock, President of the State Teachers College, Livingston, Alabama, February 7, 1930.

It seems to be the policy of the governing boards of the state teacher-training institutions in the Gulf States to give wide powers to the presidents in regard to the internal administration of their colleges. Information relative to the practices of the boards in this respect was sought through letters to the presidents of certain teachers colleges in each of the Gulf States. The replies indicated that the boards had adopted the policy of non-interference in internal administrative affairs. The following is copied from a letter received from G. W. Brock, President of the Teachers College, Livingston, Alabama:

> The presidents of teacher training institutions have great freedom in the management of these institutions. We nominate our faculties, expend all revenues, and make all improvements as we see proper. The State Board wants results and is perfectly willing for the presidents to manage the affairs of the schools in their own way.[1]

Claude Bennett, President of the State Teachers College, Hattiesburg, Mississippi, stated in a letter received by the writer: "In our State the presidents of our State colleges have rather free hands. We hire and fire within reasonable limits, and are required to make an annual report to our respective boards."[2]

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[1] Ibid.

[2] Letter from Claude Bennett, President of the State Teachers College, Hattiesburg, Mississippi, March 8, 1930.

CHAPTER X

FACULTY

Introduction.- The teacher-training institutions in the Gulf States have slowly evolved from schools which originally did little more than high school work. For this reason it was not necessary that the early normal schools in that region have faculties that had been highly trained. The development of the schools into teachers colleges has forced the old members of the faculty to add to their professional training and has resulted in the requirement of advanced degrees of those who become candidates for a position on the faculty.

The training possessed by the faculties before 1911.- In order to illustrate the amount of training possessed by the faculty members the available catalogues of the teacher-training institutions located at Florence and Jacksonville, Alabama, at Natchitoches, Louisiana, at Hattiesburg, Mississippi, and at Huntsville and San Marcos, Texas, have been studied. These data are shown in Tables XXVII to XXXII, inclusive.

The Florence normal school, established in 1872, began with four members of the faculty, all holding the Master's degree. Five years later there were eight members of the faculty, four of whom held no degrees. Three years later five of the faculty held degrees and three did not. Five years following that, 1887-88, four members of the faculty held degrees and six did not. An examination of the catalogues of 1892, 1895, 1897, and 1902 shows

TABLE XXVII

PER CENT OF FLORENCE, ALABAMA, FACULTY MEMBERS HAVING VARIOUS DEGREES*

Year	No Degree	Miscellaneous Degrees	Bachelor's Degree	Master's Degree	Ph. D. Degree	Total Number of Teachers
1873				100		4
1878	50			50		8
1882	37.5	25		37.5		8
1887	54.5	9.1		27.2	9.1	11
1892	100.0					9
1895	100.0					9
1897	100.0					8
1902	100.0					10
1906	66.7	16.7	8.3	8.3		12
1907	57.1	14.3	14.3	14.3		14
1909	60.0	6.6	20.0	13.3		15
1910	57.1	14.3	7.1	21.4		14
1911	47.1	5.9	23.5	17.6	5.9	17
1912	38.9	11.1	22.2	22.2	5.5	18
1913	50.0	10.0	20.0	20.0		20
1914	56.2	6.3	18.7	18.7		16
1915	56.2	6.3	18.7	18.7		16
1916	62.5	6.3	12.5	18.7		16
1917	57.1	7.1	14.3	21.4		14
1918	56.2	6.3	18.7	18.7		16
1919	61.1	5.6	11.1	22.2		18
1922	58.3	4.2	16.7	20.8		24
1925	29.0	3.2	45.2	19.4	3.2	31
1927	11.7	5.9	50.0	26.5	5.9	34
1928	2.4	4.7	50.0	38.1	4.7	42
1929	2.5	5.0	40.0	47.5	5.0	40

*Data taken from catalogues.

TABLE XXVIII

PER CENT OF SAN MARCOS, TEXAS, FACULTY MEMBERS HAVING VARIOUS DEGREES*

Year	No Degree	Miscel-laneous Degrees	Bachelor's Degree	Master's Degree	Ph. D. Degree	Total Number of Teachers
1903	100					17
1905	100					16
1907	100					17
1908	100					17
1911	100					20
1912	37.1	11.1	33.3	18.5		27
1913	32.0	12.0	32.0	24.0		25
1914	34.6	11.6	30.7	23.1		26
1916	23.1	3.8	50.0	23.1		26
1917	19.2	6.5	35.5	38.7		31
1918	16.6	6.6	43.5	33.3		30
1920	11.5	7.7	50.0	30.8		26
1921	11.8	9.8	45.1	31.4	1.9	51
1922	7.6	5.6	47.2	37.7	1.9	53
1923	12.9	6.5	38.7	40.3	1.6	62
1925	6.4	4.8	34.9	52.3	1.6	63
1926	5.9	5.9	38.2	48.5	1.5	68
1927	8.5	4.2	25.3	59.2	2.8	71
1928	6.8	1.3	25.7	64.9	1.3	74
1929	8.4	2.7	18.0	66.7	4.2	72

*Data taken from catalogues.

TABLE XXIX

PER CENT OF JACKSONVILLE, ALABAMA, FACULTY MEMBERS HAVING VARIOUS DEGREES*

Year	No Degree	Miscellaneous Degrees	Bachelor's Degree	Master's Degree	Ph. D. Degree	Total Number of Teachers
1894	57.1	14.3	14.3	14.3	...	7
1899	77.7	....	....	22.2	...	9
1904	50.0	....	16.7	33.3	...	12
1905	61.6	....	15.3	23.1	...	13
1909	68.4	5.3	5.3	21.0	...	19
1910	68.7	6.3	....	25.0	...	16
1912	47.4	5.2	15.8	31.6	...	19
1913	46.6	13.3	13.3	26.7	...	15
1914	42.1	10.5	15.8	31.6	...	19
1915	50.0	6.2	12.5	31.3	...	16
1916	53.8	7.7	7.7	30.7	...	13
1918	50.0	8.3	8.3	33.3	...	12
1920	42.8	....	21.4	35.7	...	14
1922	37.5	....	18.7	43.7	...	16
1929	13.9	2.8	27.8	50.0	5.5	36

*Data taken from catalogues.

TABLE XXX

PER CENT OF HATTIESBURG, MISSISSIPPI, FACULTY MEMBERS HAVING VARIOUS DEGREES*

Year	No Degree	Miscellaneous Degrees	Bachelor's Degree	Master's Degree	Ph. D. Degree	Total Number of Teachers
1912	100	....	....	....	...	12
1913	100	....	....	....	...	21
1915	100	....	....	....	...	23
1917	100	....	....	....	...	25
1918	52	....	44.0	4.0	...	25
1922	48.3	....	38.7	12.9	...	31
1923	32.3	6.4	45.2	16.1	...	31
1924	25.0	12.5	34.4	28.1	...	32
1928	10.0	5.0	40.0	45.0	...	40
1929	5.5	11.1	31.5	46.3	5.5	54

*Data taken from catalogues.

TABLE XXXI

PER CENT OF NATCHITOCHES, LOUISIANA, FACULTY MEMBERS HAVING VARIOUS DEGREES*

Year	No Degree	Miscellaneous Degrees	Bachelor's Degree	Master's Degree	Ph. D. Degree	Total Number of Teachers
1885	....	....	....	50	50	2
1890	100	....	....	....	....	9
1895	100	....	....	....	....	12
1900	100	....	....	....	....	21
1905	100	....	....	....	....	21
1911	100	....	....	....	....	42
1915	47.1	5.3	21.1	21.1	5.3	38
1920	43.9	4.9	29.2	12.2	9.8	41
1925	15.1	4.5	42.5	33.3	4.5	66
1927	8.1	3.5	44.2	39.5	4.7	86
1929	4.7	3.4	47.1	39.1	5.7	87

*Data taken from catalogues.

TABLE XXXII

PER CENT OF HUNTSVILLE, TEXAS, FACULTY MEMBERS HAVING VARIOUS DEGREES*

Year	No Degree	Miscellaneous Degrees	Bachelor's Degree	Master's Degree	Ph. D. Degree	Total Number of Teachers
1879	90.9	....	....	9.1	....	11
1884	100.0	....	....	....	....	7
1889	100.0	....	....	....	....	10
1894	100.0	....	....	....	....	16
1899	100.0	....	....	....	....	17
1904	100.0	....	....	....	....	17
1914	100.0	....	....	....	....	31
1917	47.5	5.0	30.0	17.5	....	40
1918	44.7	5.2	31.6	18.4	....	38
1920	27.7	8.5	40.4	23.4	....	47
1924	12.9	1.6	51.6	33.8	....	62
1929	4.8	1.6	33.8	56.5	3.2	62

*Data taken from catalogues.

that no member of the faculty during those years held a degree. At least no degrees were indicated in the lists of the faculty. In 1906 of a faculty of twelve members, one member held a Master's degree, one held a Bachelor of Arts degree, one a Bachelor of Philosophy degree, and one a Civil Engineering degree. The proportion between faculty members with degrees and those without degrees continued until 1911. A study of the catalogues of the Jacksonville, Alabama, school shows practically the same difference existing.

The Louisiana institution at Natchitoches, established in 1885, had two degree members on its first faculty. The president, who taught, held the degree of Doctor of Philosophy. No degrees were shown from 1890 to 1915. Just why the authorities responsible for the editing of the catalogue decided to omit the mention of degrees is not known. It is likely, however, that the degrees held were either minor or from unrecognized institutions.

The teacher-training institution at Hattiesburg, Mississippi, did not open until after the period under consideration.

The normal schools at Huntsville and San Marcos, Texas, followed the practice of the Louisiana institution and made no mention of degrees during this period.

Training of the faculties since 1911.- Generally speaking, one finds an increased amount of training be-

ginning with 1911. This was due to the fact that the normal schools in Alabama and in Texas were placed under a new governing board at that time. The beginning of the period also marks the establishment of the Mississippi Normal College at Hattiesburg.

In 1911 Florence had two members of the faculty with the degree of Master of Arts, one with a Master of Science degree, one with a Civil Engineering degree, one with a Bachelor of Arts degree, one with a Bachelor of Philosophy degree and eight without degrees. The session of 1911-12 found an increase of two members with Bachelor of Arts degrees. The next session there was an increase of one member with a Master of Arts degree and an additional member with a Bachelor of Science degree. This proportion continued for Florence until 1925 when there was a decrease in the number without degrees from fourteen to nine, an increase of one with a Master of Arts degree, one with a Bachelor of Arts degree, and nine with Bachelor of Science degrees. In 1929 the institution had two faculty members with Doctor of Philosophy degrees, nineteen with Master's degrees, two with Bachelor of Arts degrees, fourteen with Bachelor of Science degrees and two with Bachelor of Philosophy degrees.

The Jacksonville school in 1910-11 had eleven members with no degrees, one with a Doctor of Literature degree, two with Master of Science degrees, and two with

Master of Arts degrees, one with the Master of Science degree, and three with Bachelor of Science degrees. The decrease in the number of non-degree faculty members continued steadily until 1929 when there were only five on the faculty who did not hold degrees. This faculty had two members with Doctor of Philosophy degrees, fourteen with Master of Arts degrees, four with Master of Science degrees, four with Bachelor of Arts degrees, six with Bachelor of Science degrees, and one with a Bachelor of Music degree.

The Louisiana Normal College began listing the degrees of the faculty members in 1915-16. That year there were eighteen faculty members without degrees, two with Doctor of Philosophy degrees, seven with Master of Arts degrees, one with a Master of Science degree, seven with Bachelor of Arts degrees, one with a Bachelor of Science degree and two with Bachelor of Music degrees. The number of individuals on the faculty without degrees declined until in 1929 there were four without degrees. That year there were five with Doctor of Philosophy degrees, twenty-nine with Master of Arts degrees, five with Master of Science degrees, thirty-three with Bachelor of Arts degrees, eight with Bachelor of Science degrees, and two with Bachelor of Music degrees.

It was not until 1918 that the State teachers college at Hattiesburg, Mississippi, began to list the

degrees held by the faculty members. The catalogue for June, 1918, showed one member of the faculty with a Master of Science degree, six with Bachelor of Arts degrees, and five with Bachelor of Science degrees. That year there were fourteen members of the faculty with no degrees. There was an increased amount of training indicated until 1929. That year there were three members of the faculty who held Doctor of Philosophy degrees, one with a Doctor of Medicine degree, twenty-four with Master of Arts degrees, one with Master of Science degree, five with Bachelor of Arts degrees, twelve with Bachelor of Science degrees, and five with Bachelor of Music degrees. That year there were only three members of the faculty who held no degrees.

The normal school at San Marcos, Texas, in 1913, had a faculty composed of individuals, five of whom held Master of Arts degrees, three Bachelor of Literature degrees, and four Bachelor of Science degrees. Ten of them held no degrees at all. The amount of training of the members of the faculty in this institution steadily increased through the period under consideration until 1929 when there were three members of the faculty with Doctor of Philosophy degrees, forty-two with Master of Arts degrees, six with Master of Science degrees, four with Bachelor of Arts degrees, nine with Bachelor of Science degrees, three with Bachelor of Philosophy degrees, and

two with Bachelor of Music degrees.

Training of the presidents.- Since the presidents taught during the early years of the teachers colleges and since they were closely connected with the instruction, it is well to examine the training held by them. The first president of the Florence, Alabama, institution held a Master's degree. He was followed by a man with a Doctor of Divinity degree, who was succeeded by an administrator with a Doctor of Philosophy degree. Since that time the presidents of the Florence college have held Master's degrees.

The presidents of the Jacksonville normal have held Master's degrees.

The first president of the Louisiana Normal College was a man with a Doctor of Philosophy degree. The degrees of his successors, if any, were not listed until 1915. From 1915 to 1927 the president held a Bachelor of Science degree. Since that time the presidents have held Master's degrees.

The first president of the State Teachers College at Hattiesburg did not hold a degree until 1918 when a Bachelor's degree was granted him. The president who took charge of the institution in 1928 had a Master's degree.

No degrees were listed for the presidents of the Sam Houston Normal Institute at Huntsville, Texas, until 1920 when the president held a Doctor of Literature degree.

No degree was listed for the president of the San Marcos normal school until 1911. Since that date the president has had a Master of Arts degree.

The influence of standardizing associations.- There are a number of associations in the United States which accredit, approve, or classify colleges, junior colleges, and teacher-training institutions. The requirements of these organizations tend to influence the standards of higher education.

One of the associations which has had and is having great influence on the teachers colleges of the United States is the American Association of Teachers Colleges. The first regular session of this association met in Kansas City, February 24, 1917.[1] The membership list of the association for 1928-29 contained the names of 162 teachers colleges in the United States.[2] All the institutions being studied in this dissertation were listed as members.

At this particular time it is interesting to see what influence this organization has had upon the training of the faculty. The eighth yearbook of the Association

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[1] History of the American Association of Teachers Colleges, p.14. First yearbook of the American Association of Teachers Colleges, 1922, Greeley, Colo.: J. G. Crabbe, 1922.

[2] Membership List, pp.148-50. Eighth yearbook of the American Association of Teachers Colleges, 1929.

stated that the minimum scholastic requirement for the teachers in the training school should be graduation from a college of recognized standing, and the minimum scholastic requirement for members of the college faculty should be graduation from a college of recognized standing, and additional training which should include at least one year of study in their respective fields of teaching in a recognized graduate school.[1]

The Association of Colleges and Secondary Schools of the Southern States is another organization which is influencing the scholastic requirement of the members of the faculties of the teacher-training institutions in the Gulf States. In 1928 the seven teachers colleges in Texas and the one in Louisiana were members of this association.[2] The catalogue of the State Teachers College, Hattiesburg, Mississippi, April, 1929, stated that the authorities of the institution were "going forward with all plans for the strengthening of the faculty and for various other improvements, with a view to renewing application for membership (in the Southern Association) in December, 1929."[3]

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[1] Standards for Accrediting Teachers Colleges, pp.12-13. Eighth Yearbook of the American Association of Teachers Colleges, 1929.

[2] Roll of Members, pp.11-12. Proceedings of the Association of Colleges and Secondary Schools of the Southern States, 1928.

[3] Catalogue of State Teachers College, April, 1929 p.16. State Teachers College Bulletin Vol. 16, No. 4. Hattiesburg, Mississippi: State Teachers College, 1929.

It is significant that the one particular item specified was "the strengthening of the faculty."

The present standard of training set by one Association for the faculty of its accredited colleges[1] requires that the members of the faculty of professional rank should include at least two years of study "in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be equivalent to that required for the doctor's degree...."

In-service improvement of the faculties.- Some of the Gulf States have been more concerned about the in-service improvement of their faculties than others. The Report of the Board of Trustees of the Alabama State Normal Schools for 1915[2] stated that the number of available teachers who had superior professional equipment for the work which the normals were performing was not large. "This being the case, it devolves upon the presidents of these institutions to so supervise the work of their faculties as to train their teachers in the technicalities of Normal School work." Nothing was said of the value of

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[1] Accredited Higher Institutions, 1927-28, p.14 Bureau of Education No. 7. Washington: Government Printing Office, 1929.

[2] Report of the Board of Trustees of the State Normal Schools to the Legislature of Alabama, January, 1915, p.33. Montgomery: Brown Printing Co., 1914.

granting leaves of absence for graduate study.

When the United States Bureau of Education made a survey of the State of Alabama in 1919 it was discovered that the data concerning the faculties of the normal schools showed a relatively low standard of academic and professional training but a relatively long experience in teaching. "In several of the schools a considerable number of the faculties have followed the commendable practice of attending some of the best summer schools of the country. While this does not make a strong showing in point of time, it reveals a marked interest in professional advancement."[1]

The number of leaves of absence granted for the purpose of doing graduate study indicates something of the interest in faculty improvement. The accompanying Table XXXIII shows conditions in this respect in several of the colleges in 1929. These colleges were selected at random. An examination of the data shown in this table reveals that among the states in the Gulf region, Alabama and Louisiana granted fewer leaves in 1929 than did Mississippi and Texas. The lead of Texas in this respect is marked.

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[1] An Educational Study of Alabama, p.368. Bureau of Education No. 41. Washington: Government Printing Office, 1919.

TABLE XXXIII

NUMBER OF FACULTY MEMBERS OF CERTAIN TEACHERS COLLEGES IN THE GULF STATES ON LEAVE OF ABSENCE DURING 1929*

College	Date	Number on Faculty	Number on Leave of Absence	Per cent
Jacksonville, Alabama	1929	36	0	0
Troy, Alabama	1929	32	1	3%
Natchitoches, Louisiana	1929	86	1	1%
Hattiesburg, Mississippi	1929	56	3	6%
Denton, Texas	1929	99	14	14%
Nacogdoches, Texas	1929	71	12	17%

Effect of salary schedules on training.- The success of the president of a teachers college in inducing his faculty members to improve their qualifications necessarily bears a direct relation to the salary schedule of the institution. At the same time his opportunity to secure additional well-trained instructors depends primarily upon the same factor. It will suffice to use the single State of Alabama to illustrate this discussion. The accompanying tables (XXXIV to XXXVII) show the salaries of the Alabama faculties. The first table gives the salaries at about five-year intervals; the second table shows the salaries from 1900 to 1920 in-

*Date collected from catalogues.

TABLE XXXIV

SALARIES OF TEACHERS IN TWO OF THE NORMAL SCHOOLS OF ALABAMA, 1885-1927*

	Florence			Jacksonville		
Year	Salaries	Teachers	Mean Salaries	Salaries	Teachers	Mean Salaries
1885	$ 8,500	9	$ 944.44	$ 3,663	5	$ 732.60
1889	8,673	8	1,084.12	4,605[z]	7[z]	657.86
1894	8,762	8	1,095.25	3,120	6	520.00
1899	10,756	11	977.82	2,620[x]	4	655.00
1904	13,567	10	1,356.70	10,201	9	1,133.44
1909	16,350	13	1,257.69	17,737	19	933.52
1914	26,419	20	1,320.95	17,616	25	704.64
1919	22,578	15	1,505.20	20,102	11	1,827.45
1924	52,305	..	.....	39,992	..	.....
1927	72,782	39	1,866.20	52,368	20	1,745.60

[z]1890 figures.
[x]1898 figures.

TABLE XXXV

SALARIES OF TEACHERS IN TWO OF THE NORMAL SCHOOLS OF ALABAMA, 1885-1927*

	Livingston			Troy		
Year	Salaries	Teachers	Mean Salaries	Salaries	Teachers	Mean Salaries
1885	$.....	8	$.....	$.....	..	$.....
1889	2,000	5	400.00	5,650	5	1,130.00
1894	2,140	8	267.40	.....	..	.....
1899	1,590	7	227.13	8,923	..	.....
1904	10,058	14	718.43	12,345	12	1,028.75
1909	14,005	12	1,167.08	17,862	13	1,374.00
1914	19,450	20	972.50	22,712	24	946.33
1919	20,824	15	1,388.26	26,957	19	1,418.79
1924	34,965	..	.....	44,783	..	.....
1927	42,724	20	2,136.20	65,659	37	1,774.56

*Data collected from State Superintendent and U. S. Commissioner Reports.

TABLE XXXVI

SALARIES AND NUMBER OF TEACHERS EMPLOYED, FLORENCE AND JACKSONVILLE, ALABAMA, 1900-1920*

	Florence			Jacksonville		
Year	Salaries	Teachers	Mean Salaries	Salaries	Teachers	Mean Salaries
1900	$ 10,776	11	$ 979.63	$ 2,389	6	$ 398.16
1901	13,219	10	1,321.90	7,982	9	886.90
1902	13,195	10	1,319.50	10,318	10	1,031.80
1903	13,390	9	1,487.96	8,621	8	1,077.61
1904	13,567	10	1,356.70	10,201	9	1,135.44
1905	12,415	11	1,128.63	10,065	10	1,006.50
1906	15,733	10	1,573.30	10,396	9	1,155.11
1907	17,380	11	1,580.00	13,191	15	879.40
1908	18,200	13	1,400.00	16,332	19	859.57
1909	16,350	13	1,257.69	17,737	19	933.52
1910	16,600	13	1,276.92	17,444	19	918.10
1911	16,532	15	1,102.13	18,920	18	1,051.11
1912	23,215	17	1,365.59	20,629	19	1,085.74
1913	24,468	20	1,223.42	22,053	18	1,225.17
1914	26,419	20	1,320.95	17,616	25	704.64
1915	23,577	19	1,240.90	21,105	18	1,172.50
1916	19,240	16	1,202.50	19,219	15	1,281.27
1917	21,265	19	1,119.32	19,788	12	1,649.00
1918	24,236	15	1,615.73	17,809	11	1,619.00
1919	22,578	15	1,505.20	20,102	11	1,827.45
1920	26,385	24	1,099.37	22,520	14	1,608.57

*Data collected from State Superintendent and U. S. Commissioner Reports.

TABLE XXXVII

SALARIES AND NUMBER OF TEACHERS EMPLOYED,
LIVINGSTON AND TROY, ALABAMA,
1900-1920*

	Livingston			Troy		
Year	Salaries	Teachers	Mean Salaries	Salaries	Teachers	Mean Salaries
1900	$ 2,115	7	$ 302.14	$ 6,600	5	$1,320.00
1901	7,549	11	686.27	10,505	11	955.00
1902	11,072	13	851.70	11,675	11	1,061.36
1903	9,871	23	429.17	11,520	12	960.00
1904	10,058	14	718.42	12,345	12	1,028.75
1905	9,414	15	627.60	12,378	12	1,031.50
1906	11,655	13	896.53	14,959	12	1,246.58
1907	12,325	14	880.35	16,945	11	1,540.45
1908	15,483	16	967.68	15,945	13	1,226.54
1909	14,005	12	1,167.08	17,862	13	1,374.00
1910	14,014	13	1,078.00	17,235	13	1,325.77
1911	15,184	14	1,084.57	17,445	18	969.16
1912	18,452	19	971.15	22,516	18	1,250.89
1913	18,799	18	1,044.39	23,831	19	1,254.26
1914	19,450	20	972.50	22,712	24	946.33
1915	19,135	20	956.75	23,195	19	1,220.79
1916	17,090	12	1,424.17	20,235	15	1,349.00
1917	22,989	17	1,352.30	20,197	20	1,009.85
1918	23,095	14	1,649.64	23,470	15	1,564.67
1919	20,824	15	1,388.27	26,957	19	1,418.78
1920	32,438	14	2,317.00	32,847		

*Data collected from State Superintendent and U. S. Commissioner Reports.

clusive. In each case they are found to be low.

The salary payroll of the Jacksonville Normal College for the session ending May 26, 1900, is taken from the report of the president made that year to the State Superintendent of Education of Alabama.

Report of President of Faculty, Jacksonville Normal College, 1899-1900

I have the honor to submit to you the following report of the Seventeenth session of the State Normal School, ending May 26, 1900.

Faculty and salaries:	
C. W. Daugette, President, Science	$1,000.00
W. J. Beeson, History and English	630.00
Mary C. Forney, Pedagogy	450.00
Elizabeth Privett, Mathematics	315.00
Florence Williamson, Principal Training Department	360.00
Emily Goodlett, Primary Department	315.00
Gussie Croft, Music (music fees)	45.00
	$3,115.00*

These low salaries may account at least in part for the standing of Alabama in a study made by Sue Scott Perkins[1] in 1917. Perkins reported as a result of her findings through a questionnaire to many of the normal schools throughout the country that the highest median salary that year was $2,128; the lowest was the $800 median of Alabama. "All the states which rank high in regard to educational qualifications are above the median in the table which gives salaries...." She reported that the median per cent of the teachers on the normal faculties investigated holding Bachelor's degrees was 61.4; Alabama's per cent was

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*Biennial Report of the Department of Education of Alabama, 1899-1900, p.36. Montgomery: A. Roemer, 1900.

32.7. The median for those holding Master's degrees was 20.1; Alabama's per cent was 11.5. The median per cent of teachers who had any professional training was 83.6; Alabama's per cent was 62. At that time Alabama had no instructors in her normal schools with Doctor's degrees.

The increase in the number of faculty members for the Louisiana State Normal College is illustrated in Figure 29.

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[1]Sue Scott Perkins, Studies of the Teachers in Normal Schools of the United States, pp.54-67. An unpublished Master's thesis, University of Chicago, Department of Education, 1917.

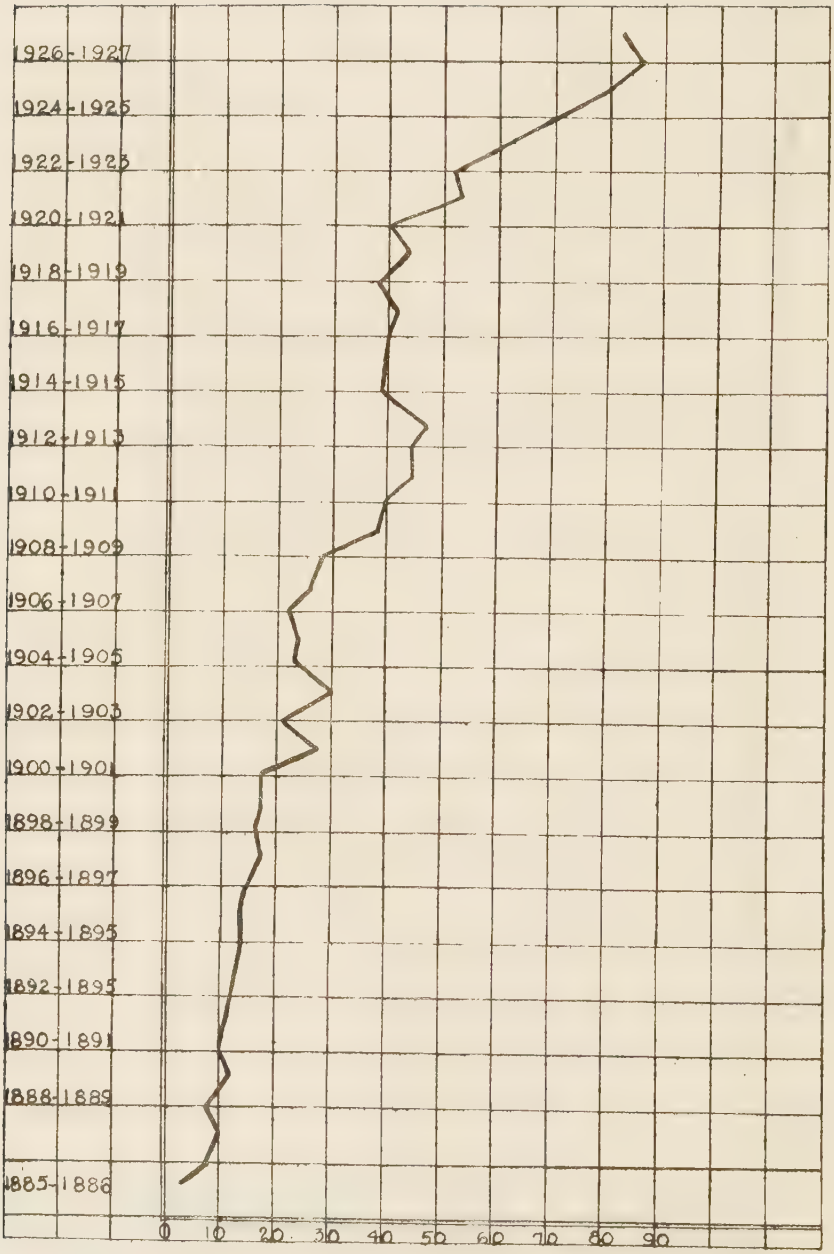

Fig. 29,- Number of teachers on the faculties of the Natchitoches, Louisiana, Normal College.

CHAPTER XI

STUDENT BODY

Numerical Growth

The figures given in Tables XXXVIII to XL were collected from data sheets in the offices of registrars, reports of governing boards, reports of state superintendents, reports of the United States Commissioner of Education and catalogues of the various institutions. The data are subject to any inaccuracies which may have occurred in the sources of information.

One of the reasons why it is extremely difficult to present correct statistics on the numerical growth of the student bodies of the teacher-training institutions is due to the fact that a full explanation of the meaning of the term "students" is not always made. Since there were no universally accepted standards or system of giving enrollments in the past, information covering the following questions is lacking: (1) Were all duplicates carefully excluded? (2) Was the summer enrollment counted separately? (3) Were the practice school pupils listed independently? (4) Were the extension students considered regular students? (5) Were correspondence students included? (6) Were sub-college or rural division students, where there was such a department, excluded from the enrollment of the college? (7) Were the special students counted? Table XXXVIII contains the regular students attending the long session of the institutions from 1884, or the date

TABLE XXXVIII

REGULAR ENROLLMENT OF CERTAIN TEACHER-TRAINING INSTITUTIONS OF THE GULF STATES OVER FIVE-YEAR PERIODS*

Year	Florence Alabama	Jackson-ville Ala.	Living-ston Ala.	Troy Ala.	Natchi-toches La.	Cleve-land Miss.	Hatties-burg Miss.[a]
1884	118	32	.....	....	.....	.....	.....
1889	160	80	38	160	44	.....	.....
1894	248	150	131	403	197	.....	.....
1899	280	105	.....	491	343	.....	.....
1904	323	402	299	367	482	.....	.....
1909	373	432	301	528	727	.....	.....
1914	611	522	401	335	1,327	.....	912
1919	375	590	425	557	1,087	.....	853
1924	831	715	355	730	2,055	.....	1,602
1929	738	1,347	345	727	2,229	276	.....

[a]Includes summer session.

TABLE XXXIX

REGULAR ENROLLMENT OF TEACHER-TRAINING INSTITUTIONS OF TEXAS FOR FIVE-YEAR PERIODS*

Year	San Marcos	Hunts-ville	Canyon	Nacog-doches	Commerce	Alpine	Denton
1884	.....	200	.....	.....	.....	.....	.....
1889	.....	267	.....	.....	.....	.....	.....
1894	.....	525	.....	.....	.....	.....	.....
1899	.....	479	.....	.....	.....	.....	.....
1904	303	506	.....	.....	.....	.....	578
1909	510	549	.....	.....	.....	.....	670
1914	712	754	500	.....	.....	.....	1,030
1919	337	644	532	.....	1,026[x]	.....	1,062
1924	860	987	482	263	662	96	2,311
1928	1,625	.....	915	.....	.....	.....	.....

*Data collected from offices of registrars, reports of state superintendents, reports of presidents, reports of the United States Commissioner of Education, and catalogues.

[x]Includes summer session.

TABLE XL

REGULAR ENROLLMENT OF MEN AND WOMEN IN THE SOUTHWEST TEXAS STATE TEACHERS COLLEGE, SAN MARCOS, TEXAS, FROM 1917 to 1928*

Year	Men	Women	Total
1917	147	316	463
1918	69	298	367
1919	117	220	337
1920	77	226	303
1921	117	325	442
1922	161	446	607
1923	199	544	743
1924	236	624	860
1925	334	891	1225
1926	323	941	1264
1927	355	958	1313
1928	444	1181	1625

*Data taken from catalogues.

of establishment, to 1929. Figure 30 represents the enrollment for one teacher-training institution in each of the Gulf States. The data were sought from all available sources. Where found for the same years they seldom were exactly the same, but in the case of a variation, the figures which seemed the most accurate were used. An illustration of the possible differences in enrollment figures is found in the Sam Houston State Teachers College catalogue for 1929-30. The college enrollment, regular session, 1928-29 was 981. The grand total enrollment of all students was 4,362.[1]

An examination of Table XXXVIII shows that the number of students attending teacher-training institutions steadily increased. Such is the case in Texas and Mississippi despite the fact that new institutions have been established. The only marked decrease in attendance was in 1919 during the period of the Great War. After that time the enrollment figures have mounted rapidly. In 1924 the largest student body, 2311, attended the North Texas State Teachers College, Denton, Texas. The Louisiana State Normal College, Natchitoches, Louisiana, was a close second with 2229 students in 1929.

Tables XLI and XLII give the statistics available for summer enrollment. The increase in the importance of the summer session is readily recognized. At first

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[1]Catalogue of the Sam Houston State Teachers College 1929-30, p.208. Huntsville, Texas: Sam Houston State Teachers College, 1929.

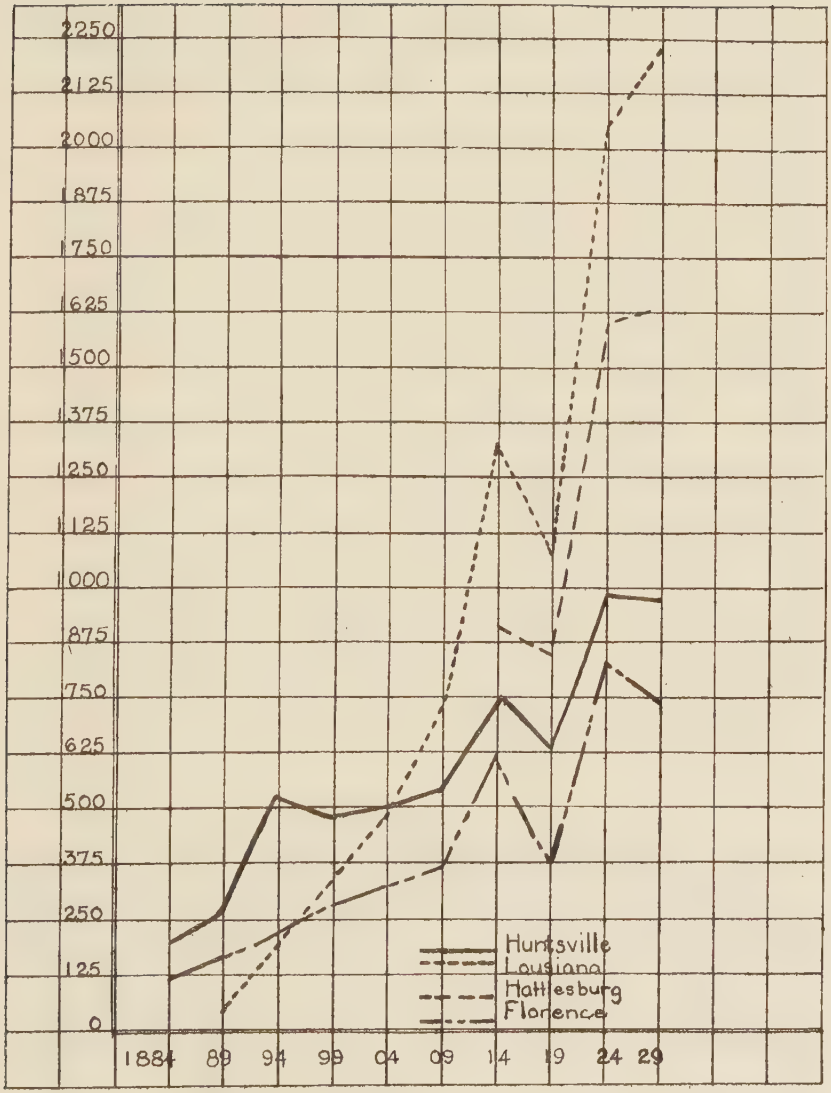

Fig. 30.- The enrollment of Huntsville, Texas, Natchitoches, Louisiana, Hattiesburg, Mississippi, and Florence, Alabama, Normal Schools.

TABLE XLI
SUMMER ENROLLMENT OF CERTAIN TEACHER-TRAINING INSTITUTIONS*
TEXAS

Year	Huntsville	Denton	Canyon	Commerce	Alpine	Nacogdoches
1902	.....	211	.....	.....	.....	.....
1903	.....	352	.....	.....	.....	.....
1904	.....	356	.....	.....	.....	.....
1905	65	351	.....	.....	.....	.....
1906	82	376	.....	.....	.....	.....
1907	130	363	.....	.....	.....	.....
1908	125	429	.....	.....	.....	.....
1909	204	523	.....	.....	.....	.....
1910	374	613	.....	.....	.....	.....
1911	86[X]	847	355	.....	.....	.....
1912	467	902	474	.....	.....	.....
1913	418	957	687	.....	.....	.....
1914	618	1,026	480	.....	.....	.....
1915	606	1,116	246	.....	.....	.....
1916	264[X]	1,450	427	.....	.....	.....
1917	914	1,768	483	.....	.....	.....
1918	795	1,700	502	.....	.....	.....
1919	886	1,721	558	.....	.....	.....
1920	1,080	2,090	492	.....	.....	.....
1921	1,474	2,406	794	.....	218	.....
1922	1,500	2,658	957	.....	267	.....
1923	1,602	2,813	.....	788	127[X]	.....
1924	1,445	2,986	871[X]	876[X]	204[X]	419[X]
1925	1,396	2,628	949[X]	1,254[X]	207[X]	648[X]
1926	1,270	2,547	885[X]	1,340[X]	301[X]	767[X]
1927	1,500	2,960	915[X]	.....	.....	.....

[X]College only.

TABLE XLII
SUMMER ENROLLMENT OF THE TEACHER-TRAINING INSTITUTIONS OF
ALABAMA AND MISSISSIPPI*

Year	Florence Alabama	Jacksonville Alabama	Livingston Alabama	Troy Alabama	Cleveland Mississippi
1920	.....	144	255	296	.....
1921	903	620	326	554	.....
1922	947	676	367	741	.....
1923	1,075	866	391	880	.....
1924	1,097	865	342	855	.....
1925	1,165	929	391	833	.....
1926	.....	.....	.....	745	202
1927	1,046	874	260	865	193
1928	.....	.....	.....	.....	260
1929	922	560	281	.....	315

*Data collected from reports of the State Superintendents, offices of Registrars and catalogues.

the summer enrollment was composed of students who were preparing to take the state examination for certificates. When in 1906 the president of the North Texas Normal School, Denton, Texas, announced that all members of the faculty would remain in the summer and all subjects given during the regular session would be offered, his proposal was objected to on the ground that it would be impossible to pay the faculty for their work.[1] Since 1906 the summer school has so increased in importance that the enrollment at the Denton College in 1927 was 2960.

Henry J. Willingham considers the creation of the regular summer quarter at the State Normal School, Florence, Alabama, in 1913, one of the most outstanding advances made by the Alabama Normal schools.[2]

Most of the teacher-training institutions in the Gulf States engage in extension work. Table XLIII and Figure 31 give statistics relating to this work. Alabama undertook this form of service in 1920.

The extension work at these institutions has had phenomenal growth since its inauguration three years ago. Instructors from these schools go to the various counties organizing in convenient locations classes with which they meet periodically from eight to twelve times during the school session. The instructor from the normal schools organizes a class which affords the teacher opportunity to study under the guidance of an expert the school problems in which he is engaged every day in his regular duties as a classroom teacher. At the same time the work is so organized as to represent

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[1] Mizzell, op. cit., p. 67.

[2] Information contained in a letter from President Henry J. Willingham, State Teachers College, Florence, Alabama, October 18, 1929.

TABLE XLIII

EXTENSION ENROLLMENT FOR VARIOUS SCHOOLS IN THE GULF STATES*

	Natchitoches La.	Florence Ala.	Jacksonville Ala.	Livingston Ala.	Huntsville Texas
1918	6				
1919	27				
1920	63	222	192	36	
1921	99	312	257	183	
1922[a]	211	581	723	245	
1923	339	1032	663	371	
1924	323	896	1116	481	111
1925	446	646	784	258	351
1926	511	699	859	178	506
1927	591	1195	842	496	558
1928	560				407

[a]Summer session included

*Data collected from catalogues.

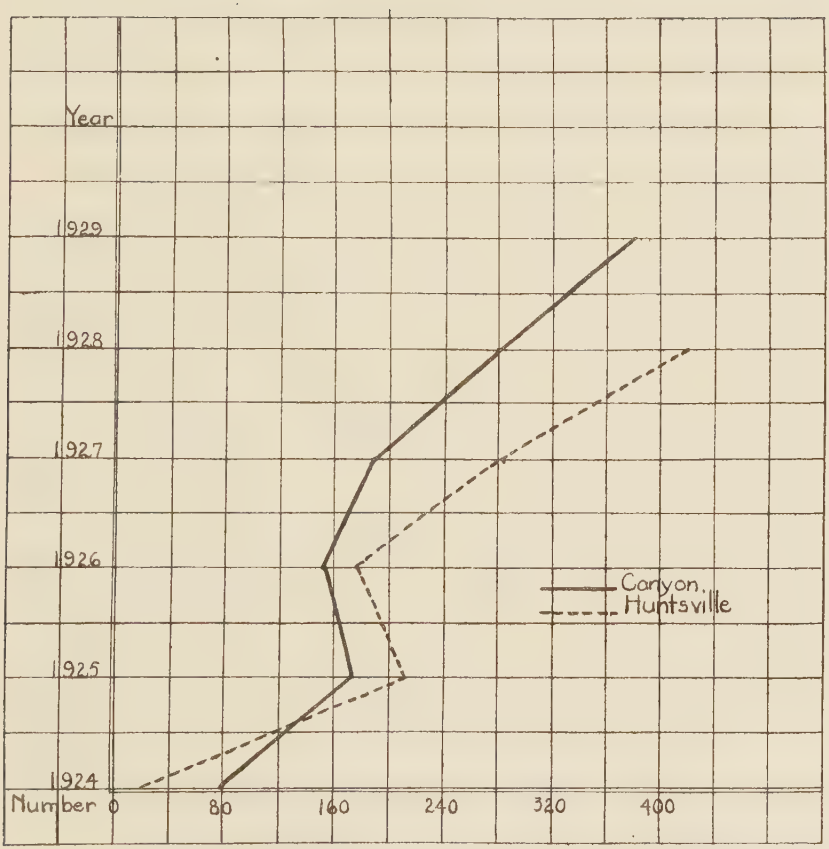

Fig. 31.- Correspondence students enrolled in the Normal Schools at Huntsville and Canyon, Texas.

the equivalent of a residence course, for which the institution gives full credit should a teacher securing the credit desire to attend the institution and work for a diploma or a degree. More than 3,000 teachers have been engaged in the extension work during the present year, and the calls for this character of assistance show that only a beginning has been made. The only support given this service is a small amount appropriated by the State Board of Education and the incidental fees collected from the teachers.[1]

Louisiana State Normal College had six extension students in 1918; in 1928 it had five hundred and sixty.[2]

The Texas teachers colleges have offered extension work to classes organized in designated and approved extension centers. At these places "members of the College staff meet the groups and conduct classes as nearly as possible like those conducted on the college campus."[3] The growth in the importance of this work is indicated by the fact that in 1911 the Sam Houston State Teachers College, Huntsville, Texas, enrolled 111 extension students; in 1928 it enrolled 407 students.[4]

Extension work was undertaken by the State Teachers

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[1] Report of Joint Recess Legislative Committee on Education July 13, 1923, pp. 37-38. Legislative Document No. 10. Montgomery: Brown Printing Company, 1923.

[2] Data from president's office, Louisiana State Teachers College, Natchitoches, Louisiana.

[3] Catalogue of the North Texas State Teachers College, 1929-30, p. 47. Bulletin No. 91. Denton, Texas: North Texas State Teachers College, 1929.

[4] Data from the Registrar's office, Sam Houston State Teachers College, Huntsville, Texas.

College, Hattiesburg, Mississippi, in 1928.[1] This work was conducted as in the aforementioned colleges.

The youngest teacher-training institution in the Gulf States, the Delta State Teachers College, Cleveland, Mississippi, has a form of extension service that shows no enrollment but which may properly be mentioned here.

In addition to the work of preparing students to become teachers, there is yet another important function which the Teachers College performs. Reference is made to a high grade of supervision which may be designated the helping teacher service. In fact, the helping teacher service is an extension of the function of the Demonstration School.

In every county there are teachers who need help while in service. Some are failing utterly in their work; others are not succeeding to the full extent of their ability. Some are young and inexperienced persons but have the scholarship and potentialities of promising teachers. Such teachers need the counsel and guidance of a helping teacher who will meet them on the basis of a common understanding which inspires confidence and respect.

During the past year, the College has helped teachers in numerous ways by sending expert supervisors to counsel with them. Especial aid has been given in reading, arithmetic, history, and public school music. Difficult problems of instruction and discipline have been studied and analyzed and suggestions made for improvement, which in some cases was marked. In several instances, after such help was rendered, superintendents have sent the teachers to observe work in our Demonstration School, and to hold conferences with our Elementary School Supervisor.[2]

Admission Requirements

Admission requirements designated in establishing acts.- The acts establishing the various normal schools in the Gulf States usually prescribed as one of the duties of

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[1] Catalogue of the State Teachers College, 1928-29, p. 63 Bulletin No. 16. Vol. IV. Hattiesburg, Mississippi: State Teachers College, 1929.

[2] Catalogue of the Delta State Teachers College, 1928-29, pp. 23-24. Delta State Teachers College Bulletin No. 3. Vol. IV. Cleveland, Mississippi: Delta State Teachers College, 1928.

the board of directors the determination of entrance requirements. This duty was implied under the general requirements to organize the Florence, Alabama, normal school.[1] However in the case of the other Alabama institution the laws stated that the applicants for admission must "sustain a satisfactory examination in such studies as may be required by the faculty."[2] The law establishing the Huntsville, Texas, school[3] stated specifically that the board of education should make rules for admission and the selection of students. Applicants should have good moral character. The Denton, Texas, enabling act[4] stated that the state board of education should regulate the admission requirements of the institution. The statute establishing the normal school at San Marcos, Texas,[5] required its board to manage and control the institution. The same provisions were in the acts establishing the schools at Commerce,[6] Alpine, and

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[1] Acts of the General Assembly of Alabama, 1873, pp.174-5. Montgomery, Alabama: Arthur Bingham, 1873.

[2] Acts of the General Assembly of Alabama, 1882-83, pp. 521-524. Montgomery, Alabama: W. D. Brown and Co., 1883.

[3] Laws of the State of Texas, (Regular Session), 1879, p. 182. Published by authority, 1879.

[4] Laws of the State of Texas, (Regular Session), 1899, p. 75. Austin, Texas: Von Boeckmann, Moore and Schutze, 1899.

[5] Ibid., 175.

[6] Laws of the State of Texas, (Regular Session), 1917, p.440. Austin, Texas: A. C. Baldwin and Sons, 1917.

Nacogdoches.[1] The act for Canyon[2] specified that the state board of education should determine the entrance requirements. The law of 1884[3] that created the Louisiana State Normal School provided that applicants for admission should be eighteen years old, have a common school education and should intend to teach in the state. In 1886 the General Assembly of the State of Louisiana passed an act to amend an act of 1884 establishing a state normal school at Natchitoches.[4] The later act designated the requirements for admission: first, the applicant should be sixteen years of age; second, he should have proficiency in the ordinary branches of common school education, and third, he must declare his intention to teach at least one year in the public schools of Louisiana after graduation.

The chief admission requirement as stated in the Mississippi law of 1910[5] establishing the first normal school of Mississippi and in the law of 1924[6] establishing the

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[1] Laws of the State of Texas, 1915, (Regular Session), p. 118. Austin: A. C. Baldwin and Sons.

[2] Laws of the State of Texas, 1909, p. 237. Published by authority, 1909.

[3] Acts passed by the General Assembly of the State of Louisiana, 1884, p. 60. Baton Rouge: Leon Jastremski, 1884.

[4] Acts passed by the General Assembly of the State of Louisiana, (Regular Session), 1886, pp. 102-103. Baton Rouge: Leon Jastremski, 1886.

[5] Laws of the State of Mississippi, (Special Session), 1910, pp. 105, 107. Nashville, Tennessee: Brandon Printing Co., 1910.

[6] Laws of the State of Mississippi, (Regular Session), 1924, p. 513. Jackson, Mississippi: Tucker Printing House, 1924.

second teacher-training institution in that state was a public school education.

Entrance requirements for the first normal schools in the Gulf states.- The early normal schools in the Gulf States had very meager entrance requirements. The first permanent state school for the training of teachers in the Gulf States, the one founded at Florence in 1872,[1] only required the student to have a respectable knowledge of English grammar, geography, and arithmetic.[2] Another of the terms of admission was the obligation to teach two years in the public schools of Alabama. In 1878-79 the catalogue of the Florence school stated that the student must be 15 years of age.[3]

It is possible that the admission requirements for the Florence school were influenced by the requirements of the early Lexington Normal School of Massachusetts. The admission requirements of that institution provided that it was necessary for candidates to declare their intention to become school teachers and undergo an examination to prove

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[1] Acts passed by the Board of Education of Alabama, 1872, pp. 27-28. Montgomery, Alabama: Arthur Bingham, 1873.

[2] First Annual Catalogue of the State Normal School for 1873-74, p. 19. Florence, Alabama: Printed by the "Florence Republican."

[3] Annual Catalogue of the State Normal School, Florence, Alabama, 1878-79, p. 10. Nashville, Tennessee, Southern Methodist Publishing House, 1879.

themselves well versed in spelling, reading, writing, English grammar, geography, and arithmetic.[1]

The first catalogue of the Sam Houston Normal Institute,[2] opened in Huntsville in 1880, stated that the qualifications for admission were, (1) "that ladies must be not less than 18 and gentlemen not less than 20 years of age; (2) there must be a purpose to follow, in this State, teaching as a profession; (3) a pledge must be signed to teach at least as many sessions in the public free schools of this State as the party attends sessions of the institute; (4) the candidate must sustain a satisfactory examination conducted by a board of examiners." No definite information was given as to the nature of this examination. In 1881-82[3] the branches in which the candidates were to be examined were spelling, reading, penmanship, arithmetic, geography, English grammar, English composition, and history of the United States. It will be noted that these subjects named in the entrance requirements were very similar to the ones in the certificate requirements of the Texas law of 1876,[4] and were

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[1]"Common School System of Massachusetts," (Editorial), Connecticut Common School Journal, III (April 1, 1841), 141.

[2]Catalogue of the Officers and Students of the Sam Houston Normal Institute, Huntsville, Texas, 1880-81, p. 2. Austin: Institution for the Deaf and Dumb, 1881.

[3]Catalogue of the Sam Houston Normal Institute, Huntsville, Texas, 1881-82, p. 11. Austin: Institution for the Deaf and Dumb, 1881.

[4]Gammel, op. cit., p. 1043.

almost identical with the requirements for admission to the Normal School, Westfield, Massachusetts, in 1870.[1]

Entrance requirements governed by local conditions.- The normal department of the National Educational Association in 1872 realized that since each normal school must gather its pupils mainly from its own locality, it was impracticable to fix conditions of admission uniform for all normals. It was felt at that time that "qualifications requisite for admission in any locality should be below the average qualifications required by examining boards of those who may be allowed to teach. Otherwise, there will be a strong tendency to enter upon the work of teaching without the specific preparation gained in a professional school."[2]

In 1898 Miss Marion Brown reported to the National Educational Association an investigation that she had made of the Southern normal schools.[3] She stated that "up to within the last decade the elementary school was the only public school within reach of a large percentage of the rural population; consequently the state normals had to admit on

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[1] Catalogue of the Westfield State Normal School, 1870, p. 13. Westfield, Mass.: Clark and Story, 1870.

[2] Proceedings of the National Educational Association, 1872, pp. 165-66. Peoria, Ill.: N. C. Nason, 1873.

[3] Journal of the Proceedings, National Educational Association, 1898, pp. 733-34. Published by National Educational Association.

a bare common-school education.." Answers to her inquiries revealed that the majority of principals and superintendents favored entrance requirements based on a high-school course or its equivalent, but about half of them considered it not yet possible under the existing conditions.[1]

The Committee on Normal Schools of the Department of Normal Schools of the National Educational Association reported in 1899 that the students of the Mississippi Valley normal schools were of three kinds: first, graduates of good high schools; second, practical teachers already possessed of county teachers' certificates and of considerable experience in rural schools; and third, such persons as could pass an examination and were of prescribed age.[2] From Miss Brown's report previously referred to in this study, one would assume that those in the Southern part of the valley came in the second and third classes. An examination of the catalogues of the normals in the Gulf States during this period verifies the assumption.

Movement to raise entrance standards.- The Texas State Teachers Association heard in 1911 the report of the "Committee on Educational Progress within the State during

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[1] Journal of the Proceedings, National Educational Association, 1898, p. 754. Published by National Educational Association.

[2] Proceedings of the National Educational Association, 1899, p. 27. Published by National Educational Association.

the Scholastic Years from September 1, 1909, to August 31, 1910." Because it precedes an important change in the admission requirements of the Texas normals it is quoted in part:

> Besides the question of reducing the number of courses required of students at the normals, the time is ripe for establishing more extensive entrance requirements, especially for admission into the freshman class. With the rapid increase in the number of good high schools and with the establishment of the county high schools, it is an opportune time for the normals to cease devoting so much of their time to elementary work. A large part of the drill in the subject matter ought to be left to the secondary schools. It is not economy to the student to go to the normal school to get his elementary training; and, surely, it is not the business of the normal schools to engage in that type of work at the present time.[1]

Recognition of high school credits for entrance.- In general, little recognition seems to have been given at this early date to the work done in the high schools. This was due to the fact that the normal schools in most of the Gulf States were attempting little genuine high school work, and in many states the high schools from which the normal students came were not accredited by the state departments of education. Catalogues for 1910 stated that graduates of approved schools could enter the normal schools then in operation in the Gulf States with advanced standing. When the Mississippi normal was established in 1910 the law only required the completion of the studies of the common schools

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[1]Texas State Teachers Association, Report of the Committee on Educational Progress within the State during the Scholastic Years from September 1, 1909, to August 31, 1910, Printed by the Association, 1911.

of the state.[1] By 1915 the Alabama high schools had advanced their work to the point where their students were being recognized. Entrance to the Freshman class that year required the completion of one year of high school work.[2]

Entrance requirements before 1911 other than scholastic.- One finds few requirements for admission designated as other than scholastic standards. Walter P. Beckwith, Principal of the State Normal School, Salem, Massachusetts, in an address to the National Educational Association in 1903, stated that "there are certain fundamental requisites, such as sound bodily health and a good moral character, which should always be considered as indispensible in candidates for admission to any normal school."[3] In this connection it is interesting to note that the catalogue of the Louisiana school for 1910[4] contained the following unusual statement:

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[1] Laws of Mississippi, Special Session, 1910, p. 105. Nashville, Tennessee: Brandon Printing Co., 1910.

[2] Catalogue of the State Normal School at Jacksonville, Alabama, 1915-16, p. 9. Normal School Bulletin, Vol. XI, Whole No. 44. Jacksonville, Alabama: State Normal School, 1916.

[3] Walter P. Beckwith, "Conditions of Admission to Normal School," Proceedings of the National Educational Association, 1903, p. 566. Winona, Minnesota: Office of Secretary, 1903.

[4] Catalogue of the Louisiana State Normal School, Natchitoches, Louisiana, 1910-1911, p. 7. State Normal School, 1910.

Every applicant must present a certificate of good health and freedom from deformity...Persons of consumptive tendency, frail physique, defective eyesight, impaired hearing, in a low state of health, or who have a deformity should not undertake the course...Applicants must present a certificate of good character signed by the Parish Superintendent. If not personally known to the Superintendent, the certificate may be signed by the Sheriff, Parish Clerk, Judge, or Police Juror.

Entrance requirements in 1911.- Beginning with 1911 the entrance requirements were standard for the institutions of Texas and Alabama. The Alabama normals were united under a single board in 1911. The law creating this board provided that one of its duties was to make definite uniform entrance requirements for the schools.[1] Texas also created a "State Normal School Board of Regents for the State Normal Schools for White Teachers" in 1911.[2] Section 9 of this law provided that "the Board of Regents shall have authority to determine the conditions on which students may be admitted to the State Normal Schools...." The first report of this board shows that the following entrance requirements were adopted:

1. First Year. The equivalent of the completion of the second year of a high school of the first class as determined by the State Department of Education, or of a high school affiliated with a standard college or university.

2. Second Year. The equivalent of the completion of the third year of the high schools described under admission requirements for the first year.

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[1] Annual Report of the Department of Education of the State of Alabama, 1911, p. 26, Montgomery: Brown Printing Company, 1911.

[2] Laws of the State of Texas, First Called Session, 1911, pp. 74-76. Austin: Austin Printing Company, 1911.

3. Third Year. The equivalent of graduation from the high schools described under the admission requirements for the first year.

4. Fourth Year. The equivalent of completion of the first year in a standard college or university.

For students unable to enter the Freshman Class, a Sub-Freshman Class was authorized and definite entrance requirements to the class fixed.

In 1911 the Louisiana Normal advanced its work a half year. Prior to that time, the requirement for admission was the completion of the seventh grade.[1]

Adoption of standard college entrance requirements.- After 1917 the entrance examinations were largely replaced in all the normal schools by credits transferred from the high schools which the students had previously attended. Beginning with the session of 1918-19, the Texas normals offered four years of college work.[2] By 1920 the Louisiana Normal had expanded its work to four college years and had adopted the usual college entrance requirements.[3] An act of the Mississippi legislature, approved February 27, 1922, provided "for the granting of

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[1] Judd and Parker, op. cit., p. 60.

[2] Catalogue of the Southwest Texas State Normal School, San Marcos, 1917, p. 32. Normal School Bulletin, Vol. 6, No. 4, San Marcos, Texas: State Normal School, 1917.

[3] Catalogue of the Louisiana State Normal College, Natchitoches, Louisiana, 1920, p. 68. Natchitoches, Louisiana: State Normal College, 1920.

Baccalaurate degrees at the Mississippi Normal College."[1] By action of the Alabama State Board of Education the normal schools of that State will attempt the work of standard teachers colleges in 1930.[2]

Entrance requirements of a particular institution.- The history of the entrance requirements of the Sam Houston State Teachers College is probably typical of the history of entrance requirements of most of the teacher-training institutions of the Gulf states. For that reason, the entrance requirements of that institution are given in some detail from the date of its establishment in 1879. The necessary information has been collected from the catalogues of the school and the records in the office of the registrar of that college. The entrance requirements of this institution since 1879 are given below. Changes only are indicated:

Establishing Act - 1879
  Resident of state, 16 years old, good moral character.

1879-80
  Competitive examinations.

1882-83
  Same except age, 18.

1889-90
  Examinations
    Elementary class
      Arithmetic, grammar, geography, U. S. history, algebra.

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[1] Laws of the State of Mississippi, 1922, p. 269. Jackson: Tucker Printing Company, 1922.

[2] Catalogue of the State Teachers College, Jacksonville, Alabama, 1929, p. 14. Teachers College Bulletin, Vol. XXIII, Whole No. 89. Jacksonville, Alabama: State Teachers College, 1929.

Junior class
In addition to above - rhetoric, physiology or physics, physical geography, plane geometry.

Senior class
In addition to above - general history, school management, civics, English, first year Latin and trigonometry.

1898-99
Elementary class
Should be qualified to enter 2nd year high school,

Junior class
Graduate of high school affiliated with State University.

Senior class
Same as 1889-90.

1899-1900
Elementary class
Same as before

Junior class
Same or possess a First Grade Certificate.

Senior class
Same as before.

1900-1901
Same as before except age requirements 17.

1906-1907
Same as 1898-99.

1908-1909
Freshman
Same as 1898-99 or holder of 2nd Grade State Certificate.

Junior
Same as 1898-99.

Senior
Same as 1898-99.

1910-11
Freshman class
Must have fair knowledge of arithmetic, grammar, geography. U. S. history and elementary algebra through fractions. Must be qualified to enter 2nd year of good high school. Holder of 2nd Grade Certificate who has studied elementary algebra may be admitted without examination.

Junior class
Must pass examination in arithmetic, grammar, rhetoric, geography, physical geography, physics or physiology, U. S. and Texas history, algebra and 3 to 5 books in plane geometry. No examination if graduate of high school affiliated with the University of Texas or holder of First Grade State Certificate.

Senior class
Must have good knowledge of all branches taught including solid geometry, English Literature and trigonometry in addition to Junior class requirements.

1911-12
Preparatory class
Completion of first year high school approved by State Superintendent, holder of Second Grade Teachers Certificate or pass an examination in English grammar, Texas history, spelling, arithmetic, descriptive geography, U. S. history.

Other classes - same as 1910-11.

1912-13
Freshman
Completion of 9th grade of affiliated high school; diploma from third class high school; examination in algebra, grammar, arithmetic, composition, U. S. history; 2nd Grade State Certificate and examinations in algebra and composition.

Sophomore
(Junior class became Sophomore class)
Completion of 3rd year of an affiliated high school; State 1st Grade certificate; Permanent Primary State Certificate admits to Primary Arts group only without examination.

Senior class
Graduate of an affiliated high school; examinations covering work of Sophomore year.

1914-15
Freshman
9th Grade of an affiliated high school; 2nd Grade State Certificate and examination in algebra and composition; examination in algebra, arithmetic, composition, grammar, U. S. history.

Sophomore
10th grade of affiliated high school; State First Grade Certificate; State Permanent Primary Certificate and examination in algebra and geometry; examination in all

freshman subjects; State 2nd Grade Certificate exempts from all examinations for entrance in agriculture, physiology, reading and school management.

Junior
Graduate of affiliated high school; First Grade Certificate exempts holder from examination in 2nd year history, civics, and 3 books of geometry; examination in all sophomore subjects.

Senior
Permanent State Certificate exempts from examination in third year English, history, physics, solid geometry, and trigonometry; examinations in all junior subjects.

1915-16
Freshman and Sophomore
Same as 1914-15

Junior
Graduate of affiliated high school with not less than 14 standard units; State Permanent Certificate; State First Grade Certificate credit for 10 entrance units.

Senior
Same as 1914-15

1917-18
Freshman
Algebra, English, history, electives sufficient to make 7; examination; 9th grade of affiliated high school; State 2nd Grade Certificate plus algebra and composition.

Sophomore
Algebra, physical geography, English history, electives sufficient to make 11; State First Grade Certificate; Permanent Primary Certificate plus algebra and geometry; State Second Grade Certificate exempts from all examinations for entrance in agriculture, physiology, school management, and one other subject; 10th grade of affiliated high school; examinations.

Junior
English, history, algebra, physical geography, electives sufficient to make 14½; completion of affiliated high school; First Grade Certificate credit for 9 units; State Permanent Certificate credit for 12½ units.

1918-19
Freshman
Algebra, 1 unit, English, 2, history, 1, electives to make a total of 7.

Sophomore
Algebra 2, geometry ½; history 2, English 2, electives to make a total of 11.

Junior
English 3 units, history 2, algebra 2, geometry 1, electives to make a total of 14½.

Senior
One year (45 term-hours) college work including 3 term hours in education.

College-Junior
Two years (90 term-hours) college work including 9 term hours in education.

College-Senior
Three years (135 term-hours) college work including 18 term-hours in education.

Students lacking in education requirements may elect this subject.

Admission on State Teachers Certificates
Second Grade 5 units
First Grade 12 units
Permanent Primary 10½ or 14½ units
Permanent 15 units

1919-20
Same as for 1918-19 with the following exceptions

Junior
15 units

Admission on State Teachers' Certificates
Second Grade 5 units
First Grade 11 units
Permanent Primary 9½ or 13½ units
Permanent 15 units

1920-21
Same except

Admission on State Teachers' Certificates
Second Grade 5 units
First Grade 10 units
Permanent Primary 9 or 11½ units
Permanent 15 units

1921-22
Same as for 1919-20

1923-24
15 affiliated units and high school graduation; 13 units conditional entrance

1924-25
Same as year before except 14 units conditional entrance

1925-26
15 units with no conditions

Graduation Requirements

From the opening of the first permanent state normal school until the present, all the normal schools have required a residence of at least two terms in order to obtain a certificate, diploma, or degree. A diploma was given as evidence that the student had completed the prescribed course of study by each of the institutions until they began to grant degrees. The normal school at Huntsville, Texas, required in addition to the scholastic standards a deportment grade of at least 90 for graduation until 1914. The early institutions frequently required other special requirements, such as the ability to organize, govern and teach. The Florence, Alabama, catalogue contained this provision in 1882 as did the Jacksonville and Denton Catalogues of 1900-1901. The candidate for a diploma had to prepare a thesis at Florence, Alabama, in 1882, and at Huntsville, Texas, in 1884.

The time required for graduation has varied considerably. There was never less than three years of work offered by any of the institutions and the course of study was extended to include as much as six years of work after

the Texas institutions in 1917 began to offer work leading to a degree. The first two years consisted of high school work, usually termed the "rural teachers' division," while the last four years was usually teachers college work.

After the teacher-training institutions became members of standardizing associations they prescribed the requirements for graduation set forth by those organizations.

Certificates and diplomas, Alabama, 1873-1911.- All the acts establishing the four normals in Alabama provided that the schools should grant certificates. The early catalogues of the Alabama normal schools, however, gave little information concerning the granting of certificates and diplomas. There were several reasons for this fact. First, the early schools had only a small number of students taking the normal courses. Second, for nearly fifteen years, 1901 to 1915, the Alabama teacher-training institutions were not allowed to give certificates which would authorize the holder to teach. Third, the institutions seemed to be more interested in academic curricula than in professional courses. The first Florence catalogue contains this notice:

> Students passing a satisfactory examination in the studies of the first year, will receive certificates that will entitle them to positions as teachers in the Second Grade of the District Schools.

Students passing a satisfactory examination in

the studies required for the second year, will receive certificates admitting them to teach in the Third Grade Schools.

Those passing the examinations of the third year's course will receive certificates for the Fourth, or highest Grade, of the District Schools.

No certificate will be given to any Student who has not passed, at least, one year in the Institution.[1]

In 1878-79 the General Assembly of Alabama passed a statute entitled "An Act to organize and regulate a system of public instruction for the State of Alabama." Section 3, article VI of the act provided that "a diploma from any chartered institution of learning will entitle the applicant to license without examination, on proof of good moral character."[2]

In 1882-83 students completing the entire course of study were awarded diplomas which authorized the holders to teach in any of the public schools of the state. Students completing one or more courses, but not the entire course, were awarded certificates which allowed the holders to teach in "any of the SECOND GRADE schools of the State."[3]

A law passed in 1886-87 permitted the several normal schools, with the approval of the state superintendent of education, to issue certificates to the normal school

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[1] First Annual Catalogue of the State Normal School, 1873-74, Florence, Alabama, Printed by the "Florence Republican."

[2] Acts of the General Assembly of Alabama, 1878-79, Montgomery, Alabama: Barrett and Brown, 1879, p. 134.

[3] Tenth Annual Catalogue of the State Normal School, Florence, Alabama, 1882-83, Nashville, Tennessee: Southern Methodist Publishing House.

graduates.[1] A bulletin of the Florence school for the following year, 1887-88, stated that graduates who "are fitted in scholarship and character for teachers" were granted state certificates.[2] They were not required to take any further examination, and they might teach in any of the schools of the state.

A statute of 1892-93 provided for a number of certificates of different validity. Upon the recommendation of the president of a normal school, the State Superintendent of Education issued certificates to the students good for two, four, six years or for life, depending on the course that had been completed.[3] To take a state certificate one year of residence was required, during which time the professional courses had to be taken. There is evidence that graduates of the normal schools were permitted to enter the state university.

This statement concerning the graduates is found[4]

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[1] Session Laws of Alabama, 1886-87, Montgomery: State Printers, p. 961.

[2] Fifteenth Annual Catalogue of the State Normal School, Florence, Alabama, 1887-88.

[3] Acts of Alabama, 1892-93, Montgomery: Brown Printing Company, 1893, p. 141.

[4] Twenty-third Annual Catalogue of the State Normal College, Florence, Alabama, 1895-96, p. 22. Montgomery: Alabama: The Brown Printing Co., 1896.

in the catalogue of the normal school at Florence for the year 1895:

> The President of the University of Alabama has designated this Institution as one whose "fitting" would be accepted in lieu of entrance examinations, the certificate of the President of the College admitting to the Freshman Class.
>
> The Certificate of the President will also admit to the Freshman Class of the A. M. College without examination in accordance with a similar designation of the President thereto.
>
> Graduates can enter, by examination, one of the higher classes in either Institution according to the course selected.

A catalogue of the University of Alabama confirms the foregoing statement; graduates from the schools at Florence and Jacksonville were allowed full entrance in 1896-97.[1] The biennial report of the Department of Education of Alabama for 1899-1900 contained this passage from the trustees' report of the Livingston College:

> ....This college was the first in the State to make the requirement that all recipients of diplomas in the Normal Department should have received a first grade certificate of the State Examination. ....By reason of this high standard most of our graduates who entered the University of Alabama were admitted to the Sophomore Class, and two entered as Juniors.[2]

In the same year graduates from Jacksonville and Livingston were admitted to the University of Alabama without any further examinations.[3]

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[1] Catalogue of the Officers and Students of the University of Alabama, 1896-97, p. 85. Tuscaloosa, Alabama: Press of Burton and Weatherford.

[2] Biennial Report of the Department of Education of the State of Alabama, 1899 and 1900, p. 40. Montgomery, Alabama: A. Roemer, 1900.

[3] Catalogue of the Officers and Students of the University of Alabama, 1899-1900, pp. 17,18. Montgomery, Alabama: Brown Printing Co., 1900.

An act approved December 13, 1900, required that all graduates or students of the normal schools should take the regular state examinations to secure certificates allowing them to teach in the public schools of the state.[1] Two months later the act was amended to allow the State Board of Examiners to hold special examinations for the students of the normal schools. The board was to designate the time and place, and the students were to pay the regular fee.[2]

Since the teacher-training institutions of Alabama did not grant state certificates for a number of years their bulletins gave little space to the matter of certificates and diplomas during that period. However, two catalogues will be quoted to show what was offered:

Florence, 1906-07.

> Students who have satisfactorialy pursued one of these courses of study and who have proved that in scholarship, character, and training they are worthy to be graduated are granted diplomas as follows: In the Academic Course, an Academic Certificate; in the Academic Graduate Course, an Advanced Academic Certificate; in the Elementary Professional, an Elementary Certificate; in the Scientific and Literary Professional, a Professional Certificate; in the Graduate Professional, an Advanced Professional Certificate.
>
> All applicants for graduation must spend at least one full year in the College.[3]

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[1] General Laws of the State of Alabama, 1900-1901, pp. 90-91. Montgomery, Alabama: A. Roemer, 1901.

[2] Ibid., 114-18.

[3] Twenty-fourth Annual Catalogue of the State Normal College, Florence, Alabama, 1906-07, p. 29. Florence, Alabama: Florence Herald Printing House, 1907.

The certificates aforementioned were not state certificates for teachers.

Jacksonville, 1909-10.

The work of the first year is based on the requirements of the State for third grade certificate; the second year, for the second grade; the third year, for first grade; the fourth year's work leads to the Elementary Normal School diploma, one Year's work beyond first grade.

The following courses of study are offered:

1. A four-year Teachers' Certificate Course as outlined above, leading to the elementary professional diploma.

2. A one-year Course of Study for Graduates of State High Schools and others having equivalent course of study, leading to the elementary professional diploma.

3. A two-year Course for Graduates of State High Schools and others having equivalent course of study, leading to the advanced professional diploma.

4. A four-year English-Scientific Course, leading to the advanced professional diploma.

5. A four-year Latin and Modern Language Course, leading to the advanced professional diploma.

6. A four-year Academic or College Preparatory Course, leading to the advanced academic diploma.[1]

The following quotation will show the attitude of the University of Alabama toward the work done in the normal schools in the period from 1873 to 1911:

When the first of these normal schools was organized in 1873, the course of study was chiefly academic. The entrance requirements were meager and the requirements for graduation were variable because the courses of study of this and other normal schools established later did not coincide with that of the state university. Graduates of the various normal schools were usually heavily penalized upon entering the University of Alabama. The fact is, so heavy was the penalty that very, very few students came to the University prior to 1907. At that date an adjustment was made with the normal schools by which graduates from two of them, the one at Florence and the one at Troy were admitted with a credit of 54 semester hours, the number required for

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[1] Announcement of the State Normal School at Jacksonville, Alabama, for the Twenty-seventh Annual Session, 1909-10, pp. 23-24. June, 1909.

graduation being 128. Graduates of the other two, the one at Livingston and the one at Jacksonville, were given from 30 to 40 semester hours credit. This situation obtained until after the World War...

I should have added above that the College of Education of the University of Alabama is the division which the normal school graduates enter. In case one wishes to enter the College of Arts and Sciences, he is heavily penalized by being allowed credit for only the academic subjects which he has completed.[1]

Certificates and diplomas, Alabama, 1911-1930.- All of the Alabama normals were placed under the control of the State Normal School Board in 1911.[2] After that time the diploma requirements were the same for all the schools.

For the year 1911-12, the first year after the State Normal School Board took control, the graduation requirements prescribed four years of work, or twenty units, beyond the first year of high school work. Three courses were offered; (1) the advanced professional course, (2) the elementary professional course and (3) the academic course. For the advanced professional course the student was required to complete four years of work including three units in education, three units in English, three units in mathematics, three units in science, two units in foreign language, two units in art and two units which were electives. A unit represented five recitations a week for one school year. For the elementary professional course

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[1] Information contained in a letter from James J. Doster, Dean of the College of Education, University of Alabama, University, Alabama, dated February 3, 1930.

[2] General Laws of Alabama, 1911, pp. 494-96. Montgomery: Brown Printing Co., 1911.

the student was required to complete the first three years of the normal school including three units in education, one unit in art and one senior class course. For the academic course the student was required to complete three units in English, three units in mathematics, three units in science, two units in history, two units in foreign language and seven units which were electives.

Students who finished the advanced professional course were awarded the advanced professional diploma; those who completed the elementary professional course were awarded the elementary professional certificate, and those who completed the academic course were awarded the academic diploma.

Table XLIV probably shows more clearly the four-year requirements. For a number of years the Alabama normals gave general academic work as well as the courses required to prepare the students for the state examinations. In fact Table XLIV shows that attention was devoted chiefly to academic studies. In this regard President Powers of Florence made the following statement:

> ....In academic lines, the work of the junior and senior classes is, in large measure, above any requirements of the public school system. This may be seen readily from a similar comparison between all the requirements of the Alabama School Laws and the courses of study of the "A" normals. There is merit in this, as far as it goes, in that it provides at least two consecutive years, (junior and senior), of general educational, cultural work, above and beyond the coaching, cramming, and

TABLE XLIV

GENERAL COURSE OF STUDY FOR ALL ALABAMA STATE NORMAL SCHOOLS*

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Grammar Composition Classics	Rhetoric Themes and Literature	Hist. of Eng. Lit. Classics with themes	Hist. of American Lit., including Southern Classics Juvenile Lit., by grades. Review Eng. Grammar
Algebra	Plane Geom.	College Algebra Trigonometry Surveying	Solid Geometry Analytical Geom.
Beginning Latin	Caesar 4 books or equivalent	Cicero 6 books or equivalent	Virgil 6 books or equiva- lent
.....	.....	French	French
.....	.....	German	German
History of United States and Alabama	Ancient and English History	Mediaeval and Modern History	American Hist. and Government
Biology	Physics	1st. Chem.	2nd. Chem., or Geol. Geog. and Nature Study
School and class manage- ment	Psychology School Laws	History of Ed. Methods of Teaching	School Economy Science of Ed. Practice Teaching
Arts	Arts	Arts	Arts

*Catalogue of the State Normal School Florence, Alabama 1911-12, p. 32. Florence, Alabama: State Normal School, 1911.

stuffing preparatory for State examinations...[1]

The following year, 1912-1913, only a few minor changes were made in the academic courses.[2]

In 1914 twenty-two units were required for graduation, only four of which were to be in pedagogy.[3]

> Under the changed order of things, the normal schools are now to confine their work to the preparation of teachers for elementary rural and small-town schools. The course of study for these institutions was prepared by the presidents thereof pursuant to a resolution of the Normal School Board.[4]

For fifteen years preceding 1915 the Alabama legislature prohibited the giving of state teachers' certificates by the normal schools. It seems that there must have been considerable agitation on the part of students and teachers before the law was finally changed. In 1913 the Dean of the Florence school made the following statement in regard to the need of a change in the state's method of granting certificates:

> This proposition does not carry with it the idea that ANY college degree or normal diploma will be sufficient. The accepted degree or diploma should include, in

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[1] Jas. K. Powers, "Pedagogy in Alabama Normal Schools," Official Proceedings of the Thirty-first Annual Convention of the Alabama Educational Association, p. 208. Birmingham: Alabama Educational Association, 1912.

[2] Catalogue of the State Normal College, 1912-13, p. 32. State Normal College Bulletin, Vol. 2, No. 2. Florence, Alabama: State Normal College, 1913.

[3] Ibid., 33.

[4] Report of the Department of Education of the State of Alabama, for the scholastic year ending Sept. 30, 1914, p. 16. Montgomery: Brown Printing Co., 1914.

addition to the usual academic courses, a reasonable amount of professional training. This should include a year of actual practice teaching under competent supervision, and it will be a simple matter to indicate in a general way the other courses which prospective teachers should have. Holders of degrees and diplomas who have not done this professional work should be allowed to make fair substitutions, such as extra courses in teachers' colleges, or examinations, and actual class room experience. These are minor details and can be worked out readily, as they have been in a large number of states.....

Under our present system, too many young teachers set as their goal a TEACHER'S CERTIFICATE, first, last, and all the time..... When they get this, the rest may wag along as it pleases. Activity is resumed just before the old certificate expires, and then comes a season of earnest search in "question books," and the like, with possibly a short time at one of the normals, or a summer review school. At last the examination is over, a renewal secured, and peace again. Every normal school man will bear me out when I say that each year there are good large numbers of young teachers and older who enter the normals mainly to review, or to "cram" awhile for the examinations, always with examinations in mind, with hardly a thought for higher professional training and equipment. Just as soon as the examinations are over, they take the next train for home, without even saying goodbye. Such teachers do not want professional training, they want a CERTIFICATE, and this represents achievement.....

Anything that leads the student to consider the diploma of a school of secondary importance effectually blocks the best effort that such a school can make in the interest of teacher-training.[1]

The legislature in 1915 changed the law to permit the Class A normals to grant first grade certificates. The State Board of Examiners had the power to decide the minimum number of courses that were to be required of all students making application for the State certificate.[2] The cata-

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[1] J. B. Game, Standard College Degrees and Normal School Diplomas as a Basis for the Certification of Teachers, pp.2, 10. Bulletin of the Alabama State Normal College, Florence, Vol. II, No. 2. Florence, Alabama: State Normal College, 1913.

[2] Session Laws of Alabama, 1915, p.113. Montgomery: State Printers, 1915.

logues contained an announcement of the change and stated that previous graduates would be granted a certificate upon the completion of an extra year of study in one of the Class A normals.[1] The law also permitted teachers to extend their certificates for a year by attending six weeks of school, provided they took from two to four professional courses.

The Bulletin for June, 1919, of the Florence Normal School, gave in detail the different courses of study required for the different kinds of certificates, but it is not quoted since it was in effect only one year. In 1919 the control of the Alabama normal schools was changed from the State Normal School Board to the State Board of Education.[2] Under the new governing board state certificates were given as follows:

(1) A second grade certificate, good for one year, was granted the student at the completion of the first year of the course. (2) A second grade certificate, good for four years, was granted the student at the completion of the second year of the course. (3) A first grade certificate was granted to holders of first grade certificates taken by examination at the completion of

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[1] Catalogue of the State Normal School, 1914-1915, p. 7. State Normal School Bulletin, Vol. 4, No. 2. Florence, Alabama: State Normal School, 1915.

[2] Laws of Alabama, 1919, p. 644. Montgomery: Brown Printing Co., 1919.

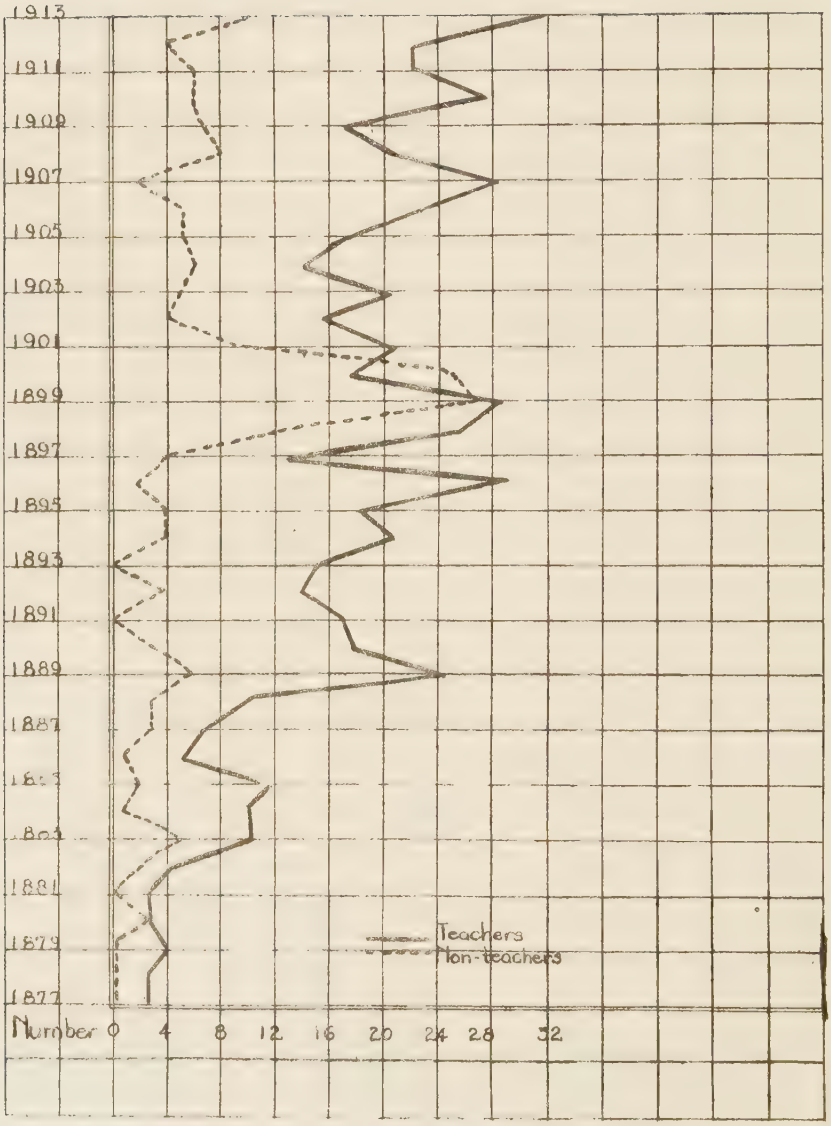

Fig. 32.- Comparison of teachers and non-teachers among the Florence Normal School graduates.

the second year of the course. (4) A professional certificate, A-grade, was granted to students completing the fourth year of the course. This certificate could be converted into a life certificate by taking certain reading circle courses.[1]

The aforementioned certificates might be extended for one year upon the completion of a six weeks course of approved study at a Class-A Normal School, or the completion of one term of three months of a regular credit course in a Class-A Normal.[2]

Two years later (1922) graduates had to have one hundred eight term hours for graduation with a minimum of thirty-six hours in academic subjects.[3] Three years after that requirement was made the English requirement appears for the first time. Students could not graduate who were "deficient in English, oral or written.[4]

The bulletins of the teacher-training institutions for the last five years have given much more infor-

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[1] Bulletin of the State Normal School, Florence, Alabama, 1919-1920, pp.20, 28-29. Florence: State Normal School, 1920.

[2] Ibid., 29.

[3] Catalogue of the State Normal School, 1922-23, p.12. State Normal School Bulletin Vol. XVI, Whole No. 61. Jacksonville, Alabama: State Normal School, 1922.

[4] Catalogue of the State Normal School, 1925, p. 16. Florence, Alabama: State Normal School, 1925.

mation concerning teachers' certificates than they did previously.

A brief outline of Alabama teachers' certificates which were issued by the State Department of Education on credits earned in the Teachers Colleges of Alabama is presented.

1. A temporary certificate was granted upon the completion of the first year. This certificate authorized its holder to teach for three years in the primary, intermediate, or junior high school departments of the public schools of Alabama, according to the course taken.

2. A Class-B certificate was granted upon the completion of the second year. This certificate was valid for six years and entitled the holder to the same privileges as the temporary certificate.

3. A temporary college professional elementary certificate was granted upon completion of the third year.

The holder of a certificate issued on examination or by validation from another state was required to take for renewal or reinstatement of the certificate the regular courses which were offered for pre-normal certificates or other courses for which credit was given toward graduation.

Candidates for graduation were required to complete satisfactorily the course of study chosen and "show such character and habits as will fit them for leadership of the young life committed to their care."

A third year was added to the Alabama Normal Schools

in September, 1929, and a fourth year in September, 1930. A professional certificate was awarded upon the completion of the third year and a bachelor's degree upon the completion of the fourth year.

It may be well at this point to show the recognition given by the University of Alabama to the students of the teachers colleges during the period from 1911 to 1930.[1]

Date	Credit Received
1907-1918	Florence and Troy: 54 semester hours. Livingston and Jacksonville: From 30 to 40 semester hours.
1918-1923	56 semester hours.
1923-1929	64 semester hours.

"Students were given the credit mentioned provided they entered the College of Education. The past year the Alabama schools have become four year colleges and it is expected they will become standard four year

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[1]Information contained in a letter from James J. Doster, Dean of the College of Education, University of Alabama, University of Alabama, dated February 3, 1930.

colleges."[1]

Certificates and diplomas, Louisiana, 1884-1911.- The enabling act for the Louisiana school gave the board of administrators power to grant diplomas and certificates to graduates of the school. The certificates were good for three years and might have been renewed.[2] No catalogue data on certificate or graduation requirements are available for the school at Natchitoches, Louisiana, before 1890. However, the registrar of the Louisiana State University makes the following statement in regard to the standing of the graduates of the Louisiana Normal School in the state university:

> From 1884 to 1890, the main objectives were practical courses in Methods of Teaching and a Comprehensive Study and Review of the Subjects to be taught in the High Schools of the State; accordingly, graduates of this period were granted but little, if any, more than entrance standing; the advanced standing credit in particular cases might be the full work of one semester, say sixteen to eighteen semester hours, with a condition often in the foreign language entrance requirement.[3]

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[1] Ibid.

[2] Acts of the General Assembly of the State of Louisiana, 1884, p. 61. Baton Rouge: Leon Jastremski, 1884.

[3] Information contained in a letter from Mrs. W. H. Gates, Registrar, Louisiana State University and Agricultural and Mechanical College, Baton Rouge, Louisiana, dated February 7, 1930.

In 1890-91 graduates of the Normal School were granted first grade teachers certificates valid for four years and good anywhere in the State. At that time graduates of accredited high schools could complete the teacher-training course and receive the certificate and diploma in one year.[1]

From 1890 to 1900, in addition to the subjects of the above period (1884-1890) a few college subjects were gradually introduced into the curricula of the Normal School and still on account of the rather wide variation in the requirements for admission to the Normal, graduates of the Normal might be granted by the University credits varying widely in amount. In addition to entrance requirements fulfilled (with often a condition in foreign language) graduates would be granted advanced standing credit amounting to the work of from a little more than one to about three semesters, say, twenty to fifty semester hours credit. This wide variation is due to students taking subjects of different credit value in their courses (curricula) in the Normal besides the non-parity of high school preparation offered for entrance to the Normal.[2]

The bulletin of the Louisiana Normal School for 1905 stressed the importance of scholarship and "an acceptable degree of skill in teaching and control." The other

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[2] Catalogue of the Louisiana State Normal School, 1890-91, p. 8. Natchitoches, Louisiana.

[3] Information contained in a letter from Mrs. W. H. Gates, Registrar, Louisiana State University and Agricultural and Mechanical College, Baton Rouge, Louisiana, dated February 7, 1930.

graduation requirements were the same as for the previous years.[1] In 1906 an additional year of work was added especially to prepare teachers, principals and superintendents for the high schools of the State.[2] Figure Number 33 shows a decrease in the number of graduates due to this additional year of work.

By the close of the period, 1911, the school at Natchitoches had added a number of college courses and the University recognized the students of the teacher-training institution by giving them from two to nearly four semesters on entrance, or from forty to sixty semester hours. Quite a number of the normal school graduates entered the University about that time.[3]

Certificates and diplomas, Louisiana, 1911-1930.- Before 1911 students having completed the seventh grade were allowed full entrance into the normal school. During the next four years the entrance requirements were raised a half

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[1] Catalogue of the Louisiana State Normal School, 1905, p. 13. Natchitoches, Louisiana.

[2] Biennial Report of the State Superintendent of Public Education to the Governor and to the General Assembly, 1906-1907, p. 121. Baton Rouge: The Daily State Publishing Co., 1908.

[3] Information contained in a letter from Mrs. W. H. Gates, Registrar, Louisiana State University and Agricultural and Mechanical College, Baton Rouge, Louisiana, dated February 7, 1930.

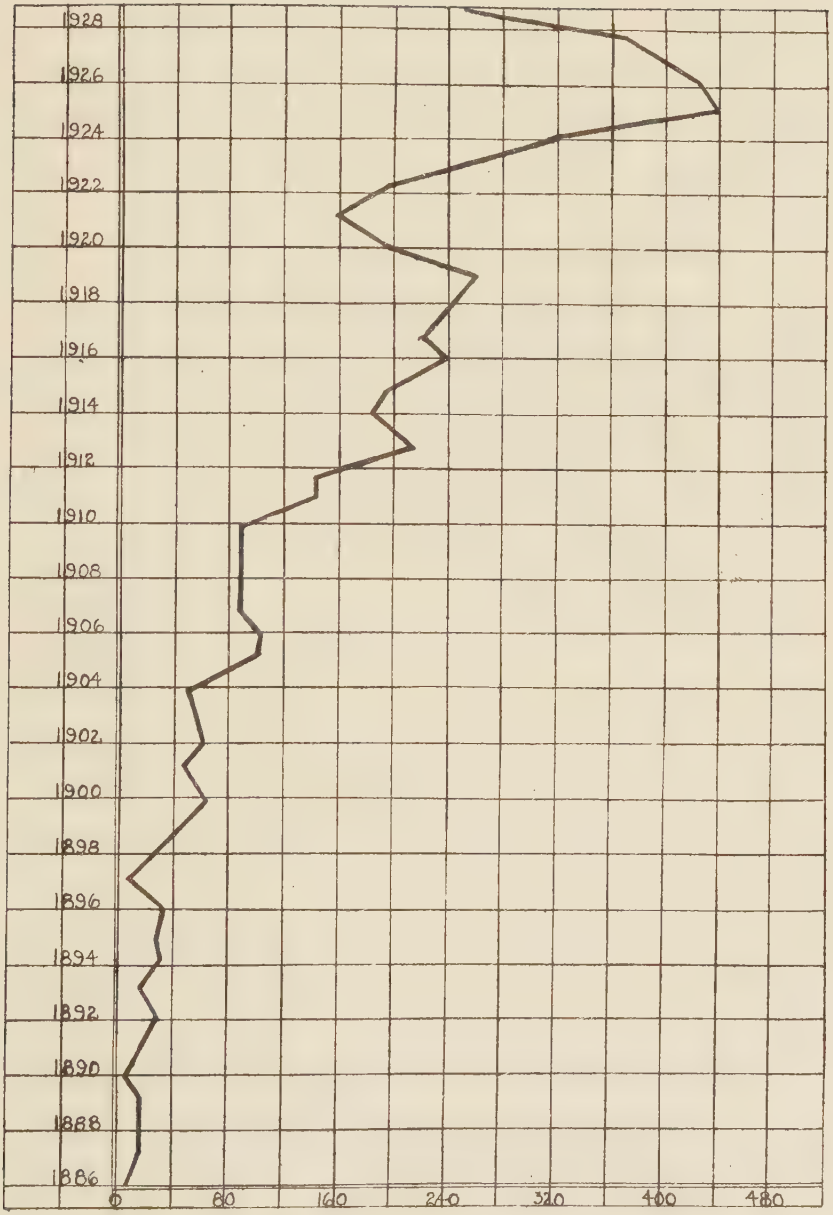

Fig. 33.- Graduates of the Louisiana Normal College, Natchitoches, Louisiana.

year for each year. Thus in the period from 1911 to 1914 the standard was raised two years.[1] Advancing the entrance requirements naturally necessitated changes in requirements for graduation. The early catalogues contained very little about certificates or graduation but one finds that in 1915 the number of credits and the courses are specified:

> A normal credit represents three months or sixty recitations of satisfactory grade in any subject. Two credits are allowed for satisfactory practice teaching in each of the three highest terms. Subjects which are offered three hours weekly are counted for three-fifths of a credit. Two normal credits are allowed for each Carnegie unit offered by high school graduates.
>
> All candidates for graduation must offer fifty-six normal credits. Of these, the following minimum specified credits are required of all candidates:
>
> | | |
> |---|---|
> | Professional subjects | 12 credits |
> | English | 7 credits |
> | Social sciences | 5 credits |
> | Physical sciences | 5 credits |
> | Mathematics | 3 credits |
> | Literary societies | 3 credits |
> | Athletics | 3 credits |
> | Total | 38 credits.[2] |

It is seen that eighteen credits were to be used as electives. Students taking voice, piano, or violin were allowed a half normal credit on each.[3]

The legislature of Louisiana in 1918 passed an act allowing institutions of learning to grant the Bachelor of

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[1] Judd and Parker, op. cit., p. 60.

[2] Catalogue of the Louisiana State Normal College, 1915-16, pp. 30-31. Natchitoches, Louisiana.

[3] Ibid.

Arts and the Bachelor of Science Degree. To receive this privilege institutions had to offer four years of work beyond the approved high school work and each year had to have at least one hundred eighty school days.[1]

The candidates for graduation from the two-year course of the Louisiana College in 1920 were required to complete sixteen units of prescribed subjects, eight units of elective subjects, four credits of literary society work, and two credits of library methods. Upon the completion of this two-year course the student was given the normal diploma. This diploma was a license to teach in any public school in Louisiana. While the diploma was valid for a period of five years, it was renewable every fifth year by the Board of Administrators of the Normal School if the teacher had been successful.[2]

The Louisiana Normal College awarded its first degrees in 1921 when four of them were issued.[3]

For a number of years the requirements for certificates and diplomas have been so similar that it will only be

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[1] Acts of the General Assembly of the State of Louisiana, 1918, p. 325. Baton Rouge: Ramires-Jones Printing Co., 1918.

[2] Catalogue of the Louisiana State Normal College, 1919-20, pp. 83-84. Natchitoches, Louisiana: Louisiana State Normal College, 1920.

[3] From data obtained from the President's office, Louisiana State Normal College, Natchitoches, Louisiana.

necessary to give the requirements for 1929.

> The requirements for graduation are two: satisfactory completion of the course of study and development of an acceptable degree of skill in teaching and control. They are equally indispensable; no amount of scholarship can take the place of teaching power, and no facility in teaching can atone for poor scholarship.[1]

The requirements for the bachelor's degree in 1929 were (1) from one hundred ninety-seven to two hundred ten term hours according to the curriculum pursued, (2) nine hours in physical education, (3) two majors, accepted in differentiated curricula, (4) three literary society credits and two credits in a departmental club, (5) at least forty-five term hours of work, and (6) three hundred fifty quality points.

To those who did not wish to complete the requirements for the bachelor's degree, a two-year normal professional elementary certificate was granted after they had met the following requirements: (1) one hundred eight term hours, including six hours in physical education and two in library instruction. (2) Candidates who did not have the specified credit in physical education were required to make up the deficiency in extra hours in academic work. (3) Two credits had to be earned in a literary society or in a departmental club. (4) Each candidate was required to have completed a minimum residence of three terms and at least forty-five

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[1] Catalogue of the Louisiana State Normal College, 1929, p. 27. Vol. XVIII, No. 2. Natchitoches, Louisiana: Louisiana State Normal College, 1929.

term hours of work.[1]

Figure 33 shows the number of graduates from the beginning of the school in 1884 to the present. The decrease in the number of graduates shown on the graph since 1924 was due to the fact that in 1923 the State Board of Education discontinued the granting of the diploma to second year graduates. It seems that there was a grace period of four years.

Certificates and diplomas, Mississippi, 1912-1930.- The acts establishing the two Mississippi normal colleges, one in 1910[2] and the other in 1924[3], provided that the course of study should have two sections, and that upon completion of the first section the students should receive state first grade teachers certificates good for five years, and upon completion of the second section they should receive a diploma which would be a professional license to teach.

The catalogue announcing the opening of the Hattiesburg school stated that certificates and diplomas would be issued according to the provisions of the enabling act. The courses were outlined but since the bulletin stated that it

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[1] Ibid., 28-30.

[2] Laws of the State of Mississippi, (Special Session), 1910, p. 108. Nashville: Press of Brandon Printing Co., 1910.

[3] Laws of the State of Mississippi, (Regular Session), 1924, p. 514. Jackson, Mississippi: Tucker Printing Co., 1924.

was only a tentative arrangement the catalogue[1] for the following year is used in this study.

In accordance with the law, the Board of Trustees, upon the recommendation of the President and Faculty, has arranged the following courses of study: (1) A Certificate course - two years; (2) A Professional course - four years.

The certificate course was intended as a preparation for teaching in the rural schools of Mississippi and required forty-six hours of work, an "hour" of work being the equivalent of five recitations per week for six weeks. The forty-six hours were taken as follows: English, ten hours; mathematics, six hours; education, four hours; history, four hours; agriculture, three hours; hygiene, two hours; science, three hours; geography, two hours; drawing, two hours; manual training or domestic science, two hours; civics or economics, two hours; school music, two hours; and optional studies, four hours.[2]

The profession course required ninety-six hours of work of the same nature as the certificate course. The subjects prescribed were the same, in general the amount required was double that required of the students taking the certificate course.[3]

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[1] Bulletin of the State Teachers College, Hattiesburg, Mississippi, 1913-14, pp. 33-35. Hattiesburg, Mississippi: State Teachers College, 1914.

[2] Ibid.

[3] Ibid.

In 1915 26 hours of work was added which represented an added year required to obtain the diploma.[1]

All of the Gulf States made a scholastic advance in 1918. That year thirteen additional units were required at Hattiesburg for certificates and eighteen additional units for diplomas. However, students who entered before the close of 1917-18 were allowed until May, 1921, to finish the old permanent certificate course.[2] Under the new ruling the required courses were as follows:

Course	Certificate Hours	Diploma Hours Men	Diploma Hours Women
English	11	28	28
Mathematics	6	18	18
Education	6	17	17
History	6	18	18
Agriculture	4	10	6
Science	4	12	12
Social Science	3	6	6
Geography	3	7	7
Hygiene	2	5	5
Drawing	2	2	4
Manual Training or Domestic Science	3	9	9
School Music	3	3	5
Penmanship	1	2	2
Optional	6	13	13
	60	150	150

For a diploma ten hours of modern language or latin could be substituted for two hours each in English, mathematics, history, science and agriculture. Mississippi required

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[1] Catalogue of the Mississippi Normal College, 1915, p. 32. Bulletin, Vol. 2, No. 1. Hattiesburg, Mississippi: Mississippi Normal College, 1915.

[2] Catalogue of the Mississippi Normal College, 1918, pp. 30-32. Bulletin, Vol. 5, No. 4. Hattiesburg, Mississippi: Mississippi Normal College, 1918.

six terms of residence for a diploma in 1918 and two terms for a certificate.

In 1921 the requirement for the certificate course was raised from sixty to eighty-four credits[1], and two years later the diploma requirement was raised and degrees were granted for the first time.

Provisions regarding certificates in the 1923 catalogue[2] indicated that the candidates must have completed sixteen hours above high school graduation for a certificate. An "hour" of work was equivalent to five sixty minute recitations per week for six weeks. Nine of the sixteen hours must have been in education and seven in academic college credits.

The total number of hours required for a diploma was sixty-six college credits. A residence of not less than four terms was required for the completion of the diploma course. This course required thirteen hours of English, four hours of mathematics, six hours of history or social economics, nine hours of science, hygiene and geography, six hours of agriculture, school music, drawing, penmanship, manual training, or have economics, fifteen hours of educa-

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[1]Data compiled for the writer by T. P. Scott, vice-president of the Mississippi State Teachers College, Hattiesburg, Mississippi.

[2]Catalogue of the Mississippi Normal College, 1923-24, pp. 30-31. Hattiesburg, Mississippi: Mississippi Normal College, 1923.

tion, and thirteen hours of electives.

The number of hours required for the Bachelor of Science degree was ninety, twenty-four hours in additional to the sixty-six required for the diploma. The same subjects were required as for the diploma, each subject increased proportionally.

Special certificate courses were offered to prepare students for the primary certificate and the home economics certificate. The primary certificate course required special courses in primary education while the home economics certificate course prescribed that seventeen of the twenty-six required hours be taken in home science. Both certificates were good for five years.

From 1923 to the present time only a few changes have been made in the certificate, diploma, and degree requirements.

In 1929 there were two certificate courses, the lower elementary course and the upper elementary.[1]

A lower elementary certificate was issued upon the completion of twenty-eight hours in education including two hours in "Introducation to Teaching," eight hours in educational psychology, fourteen hours in elementary methods, and four hours in observation and practice teaching; in addi-

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[1]Bulletin of the State Teachers College, Hattiesburg, Mississippi, 1928-29, pp. 34-38. Hattiesburg, Mississippi: State Teachers College, 1929.

tion fifteen hours were required in English, four hours in each of the following subjects: drawing, geography, school music, nature study, and citizenship; eight hours in history; two hours in hand work; three hours in play and games, and sufficient electives to complete a total of ninety-six hours. The requirements for the upper elementary certificate were the same as for the lower elementary certificate with the additional requirement of four designated hours in English and four in geography.

There were three degree courses: (1) the lower elementary, (2) the upper elementary, and (3) the high school. The requirements of the lower elementary degree course were the same as those for the lower elementary certificate course with the addition of four hours in general psychology, two hours in elementary methods, four hours in fine arts, four hours in school music and four hours in biology. Sufficient electives were required to complete one hundred ninety-two hours. The requirements for the upper elementary degree course corresponded to those of the lower elementary course with the addition of four specified hours in English, four specified hours in geography and four specified hours in history. For the high school degree course the student was required to complete four hours in each of the following subjects: general psychology, educational psychology, adolescent psychology, psychology of high school subjects, geography, and health; sixteen hours in observation and

practice teaching, twenty-three hours in English, twelve hours in foreign language, twelve hours in history, and twelve hours in science. Sufficient electives were required to complete one hundred ninety-two hours.

Table XLV summarizes the certificate, diploma and degree requirements for the entire history of the school.

The newest teacher-training institution in the Gulf States opened at Cleveland, Mississippi, in September, 1925. It has been a college almost from the beginning. The June, 1926 bulletin carried this statement:

> A four-year college course is the minimum preparation that a state should demand of its teachers. This college proposes to offer this desirable minimum preparation. However, for the first year, only two years of college work will be offered; for the second year, three years of college work and for the third year, four years of college work will be offered.[1]

To show further the work of this college, the following requirements for certificates and diplomas are presented:

Requirements for Certificates and Diplomas.

The departments of the College are arranged in more or less homogeneous groups. By means of these groupings, the requirements for the various certificates can be easily shown. The Delta State Teachers College issues two types of certificates to teachers.

1. A Five-Year State Certificate-This certificate is based on an approved four-year high school course, and the completion of two years of college credits, as outlined for the freshman and the sophomore years.
2. A Diploma with Bachelor's Degree.- This is a Life State Certificate with Bachelor of Science degree

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[1] Catalogue of the Delta State Teachers College, 1926-27, pp. 29-30. Delta State Teachers College Bulletin, Vol. II, No. 2. Cleveland, Mississippi: Delta State Teachers College, 1926.

TABLE XLV

CHANGES IN CURRICULA REQUIREMENTS OF THE MISSISSIPPI STATE TEACHERS COLLEGE, HATTIESBURG, MISSISSIPPI, FROM 1912 to 1930[a]

Year	Value of Credit	Certificate Req.	Diploma Req.	Degree Req.
1913	1 cr.= 2 & 2/5 qr.hr.	*40 cr. = 96 qr.hr.	#60 cr. = 192 qr.hr.	None granted
1914	1 cr.= 2 qr.hr.	*46 cr. = 92 qr.hr.	#96 cr. = 192 qr.hr.	None granted
1915	1 cr.= 2 qr.hr.	*47 cr. = 94 qr.hr.	#122 cr. = 244 qr.hr.	None granted
1916	1 cr.= 2 qr.hr.	*47 cr. = 94 qr.hr.	#122 cr. = 244 qr.hr.	None granted
1917	1 cr.= 2 qr.hr.	*47 cr. = 94 qr.hr.	#122 cr. = 244 qr.hr.	None granted
1918	1 cr. = 2 qr. hr.	*60 cr. =120 qr.hr.	#122 cr. = 244 qr.hr.	None granted
1919	1 cr. = 2 qr. hr.	*60 cr. =120 qr.hr.	#150 cr. = 300 qr.hr.	None granted
1920	1 cr. = 2 qr. hr.	*60 cr. =120 qr.hr.	#150 cr. = 300 qr.hr.	None granted
1921	1 cr. = 2 qr. hr.	*84 cr. =168 qr.hr.	#150 cr. = 300 qr.hr.	None granted
1922	1 cr. = 2 qr. hr.	*84 cr. =168 qr.hr.	#150 cr. = 300 qr.hr.	None granted
1923	1 cr. = 2½qr. hr.	*84 cr. =210 qr.hr.	16 h.s. - 60 cr. = 210 qr.hr.	16 h.s. - 96 cr. = 244 qr.hr.
1924	1 cr. = 2½qr. hr.	16 h.s. - 16 cr. = 40 qr.hr.	16 h.s. - 66 cr. = 165 qr.hr.	16 h.s. - 90 cr. = 225 qr.hr.
1925	1 cr. = 1 qr. hr.	15 h.s. - 48 qr.hr.	16 h.s. - 144 qr.hr.	16 h.s. - 192 qr.hr.
1926	1 cr. = 1 qr. hr.	15 h.s. - 48 qr.hr.	15 h.s. - 144 qr.hr.	15 h.s. - 192 qr.hr.
1927	1 cr. = 1 qr. hr.	15 h.s. - 48 qr.hr.	15 h.s. - 144 qr.hr.	15 h.s. - 192 qr.hr.
1928	1 cr. = 1 qr. hr.	15 h.s. - 48 qr.hr.	15 h.s. - 144 qr.hr.	15 h.s. - 192 qr.hr.
1929	1 cr. = 1 qr. hr.	15 h.s. - 96 qr.hr.	15 h.s. - 144 qr.hr.	15 h.s. - 192 qr.hr.
1930	1 cr. = 1 qr. hr.	15 h.s. - 96 qr.hr.	Discontinued	15 h.s. - 192 qr.hr.

*High School graduation not required till session 1923-24.
#High School graduation not required till session 1922-23.
[a]Data collected from the administrative offices, Mississippi State Teachers College, Hattiesburg, Mississippi.

in Education, based on an approved four-year high school course and the completion of four years of college credits as outlined for the freshman, sophomore, junior and senior years.

General Regulations Regarding Certificates and Diplomas.

1. The minimum time in residence for a Five-Year State Certificate or Life Diploma is three quarters in college studies, the students carrying the typical program of 16 hours each quarter.

2. The successful candidate for a certificate or diploma must have earned the last 16 quarter hours of credit in this institution. No certificate or diploma will be issued except at the end of a quarter in residence.

3. The candidate for the Diploma and degree of Bachelor of Science in Education must offer 32-36 hours in one subject as a major, 20-24 hours in a related subject as a first minor, and 12 hours in a third subject as a second minor in the curricula for the Elementary and High School Teacher respectively. See under Major and Minor Requirements for the exceptions in English, Social Science, and Music.

4. Students who enter College after September 23, 1929 must earn a minimum of twelve hours credit, in a foreign language, chemistry or physics before the credit can count towards a certificate or diploma.

5. Students should observe the division of studies into junior and senior college courses. Candidates for the degree should offer at least 75 hours in college courses of senior rank. A variation from this will be referred to the Credentials Committee.

6. Majors and minors may not be chosen from Education.[1]

Certificates and diplomas, Texas, 1872-1911.- The Sam Houston Normal Institute at Huntsville, Texas, exemplifies the changes in requirements for certificates and diplomas in the Texas schools for the period before 1911. The Texas State Board of Education, which controlled the normal school, was required by the enabling act of the institution

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[1] Bulletin of the Delta State Teachers College, Cleveland, Mississippi, 1929-30, pp. 33, 34-35. Vol. V. No. 3, Cleveland, Mississippi: Delta State Teachers College, 1929.

1879, to make rules and regulations for certificates and diplomas. In the Huntsville catalogue for 1881-82 one finds under "Certificates" the following provisions:

> Students who have attained to the highest degree of proficiency in their studies, and demonstrated their ability to successfully organize, govern, and teach a common school, will be granted permanent State certificates of the first grade.
>
> According to degree of proficiency attained by students, second and third grade certificates will be granted.
>
> Conditions of Granting Certificates
>
> 1. Candidates for certificates must have attended at least one session.
> 2. They must possess good moral character, and a record in deportment of not less than ninety per cent.
> 3. They must make a grade of at least seventy per cent, in each branch of the course, and a total average of eighty-five per cent.
> 4. They are required to read before the faculty, at the beginning of the fourth term, a thesis upon some educational or literary topic.
> 5. They must be present during commencement week.[1]

The succeeding year the first-year class was entitled to a second grade certificate valid for one year; the second year class, a first grade certificate valid for two years; the third year class, after teaching one year, received a certificate valid for life.[2] In 1883 for the first time the matter of teaching experience was brought into the requirements for a permanent certificate. For several years there was no change of importance in this re-

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[1] Fourth Annual Catalogue of the Sam Houston Normal Institute, Huntsville, Texas, for the School Year, 1881-82, Austin: D. & D. Institute, 1882. p. 13.

[2] Taken from data compiled in Registrar's office, Sam Houston State Teachers College, Huntsville, Texas.

gard. However, the bulletin for 1884-85 stated that "teachers with experience, good ability, and the necessary literary qualifications, may complete the course in one year. Teachers with a thorough knowledge of the common branches and Algebra may complete their following course in two years."[1]

The school law of 1884 provided:

> Sec. 49. Teachers with certificates from the Texas State Normal Schools and the summer Normal School of Texas shall not be required to be examined by the county board of examiners. Any person holding a diploma from a Texas State Normal School may teach in the public schools of this State during good behavior; any person holding a certificate of one year's attendance at a Texas State Normal School may teach in the public schools of the State for three years after its issuance or during good behavior...[2]

In Texas all certificates were issued by the state department. The preparation was all done in the school and the authorities sent the names of those who were prepared for certificates.[3]

The State Superintendent's Report for 1886 read as follows:

> The standard of graduation has been raised from year to year, and the course of study extended and made more thorough. The plan is to grant diplomas to none but efficient teachers, - those who are proficient in scholar-

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[1] Seventh Annual Catalogue of the Sam Houston Normal Institute, Huntsville, Texas, for the year 1884-85. p. 27. Austin State Printing Office.

[2] General Laws of Texas, Special Session, 1884, p. 49. Published by authority, 1884.

[3] Report of Texas State Superintendent, 1886, pp. 13, 14. Austin: State Printing Office, 1886.

The following table is an effort to show the influence of college and normal work on the character of certificates held by Texas teachers over the period from 1886 to 1910.

Year	3rd grade	2nd grade	1st grade	Permanent	College or Normal Grad.
1886	15%	51%	34%	---	---
1890	13%	33%	34%	---	6%
1895	10%	50%	34%	5%	---
1900	6%	52%	34%	7%	---
1906	4%	55%	26%	15%	---
1910	2%	52%	28%	18%	12%

The recognition given normal school graduates at Texas University should be considered in a study of graduation requirements. Prior to 1909 normal graduates were given full admission at the University.[1] For 1930, the catalogue of the University stated: "Students who were graduated from the State Normal Schools before 1914 will be given full admission, and in addition six unspecified semester hours toward a degree."[2]

Certificates and Diplomas, Texas, 1911 to 1930.- Since all of the Texas normal schools were made uniform as to entrance, certificates and graduation in 1911, only the West Texas State Normal College at Canyon will be considered in this part of the study. The catalogue announcing the session of 1911-1912 contained this notice:

A student is classified as a Freshman, a Junior, a Senior, or an Irregular. A Freshman is a student whose

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[1] Information contained in a letter from Max Fichtenbaum, Assistant Registrar, University of Texas, January 31, 1930.

[2] Catalogue of Arts and Sciences, University of Texas, 1929-30, p. 100. Austin: University of Texas, 1929.

ship, in the science of education and the art of teaching, and who have at least one year's successful experience. Though the standard has been raised more than one hundred percent, the number graduating has steadily increased from year to year.[1]

The next change one finds in the certificate and graduation requirements was in 1894-95 and consisted principally in changes in the names of the classes. Those completing the elementary class were given a second grade certificate good for two years; the junior class, a first grade certificate good for four years; the seniors, a permanent certificate provided they had taught one year.[2]

For the next ten years the requisites for certificates and graduation remained practically the same, although the duration of the certificates was changed to some extent.

The State Superintendent in his report for the years 1901 and 1902 stated that "the work of the first year is very elementary, and represents a stage far below that of second rate high schools. Graduates of good high schools commonly complete the third year's work in the normal schools and graduate therefrom in one year."[3]

The following data are from Goodloe's[4] thesis:

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[1] Fifth Biennial Report of the Superintendent of Public Instruction, p. 187. Austin: State Printing Office, 1886.

[2] Taken from data compiled in Registrar's Office, Sam Houston State Teachers College, Huntsville, Texas.

[3] Thirteenth Biennial Report of the State Superintendent of Public Instruction for years 1901 and 1902, p. 18m.

[4] Lola Calhoun Goodloe, "A History of the Certification of Teachers in Texas, pp. 38-39. Unpublished Masters Thesis, Department of Education, University of Chicago, 1922.

course of study leads to a second grade certificate or entrance into the Junior class. A Junior is a student whose course of study leads to a first grade certificate or entrance into the Senior class. A Senior is a student whose course of study leads to graduation...

For Graduation forty-five units of work are required; fifteen in the Freshman year; fifteen in the Junior year; and fifteen in the Senior Year. A minimum residence of two quarters is required for a certificate and of three quarters for a diploma.[1]

The second grade certificate was good for four years, the first grade certificate was good for the same length of time, and the diploma included a permanent certificate.[2]

A new law for certificates became effective in June, 1911.

Section 114. A teacher holding a diploma from a Texas State Normal College may teach in the public schools of this State during good behavior and such diploma shall rank as a State permanent certificate. A teacher holding a first grade certificate from a Texas State Normal College may teach in the public schools of this State until the sixth anniversary of the thirty-first day of August of the calendar year in which the certificate was issued, and a teacher holding a second grade certificate from a Texas State Normal College may teach in the public schools of this state until the fourth anniversary of the thirty-first day of August of the calendar year in which the certificate was issued...[3]

The Canyon catalogue for 1914-1915 showed that a year of work had been added. This extra year of work was pro-

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[1]Catalogue of the West Texas State Normal College, Canyon, Texas, Session 1911-1912, p. 4. Canyon, Texas: Randall County News Print, 1911.

[2]Ibid., 6.

[3]Catalogue of the North Texas Normal School, Denton, Texas, 1911-12, p. 6. Denton, Texas: North Texas Normal School, 1911.

vided by the Board of Regents the year it was created.[1] At that time the completion of the work of the first year was rewarded by a second grade certificate good for six years; of the second, by a first grade certificate good for seven years and of the fourth, by a permanent certificate. The catalogue for 1911-12 provided, however: "No more diplomas will be issued on the three-year basis except as provided for in case of not more than three units lacking at the close of the summer quarter of 1914, which may be made not later than the summer of 1915."[2] The new course required sixty units for graduation.[3] The entire work of the last year must be done with the school offering the diploma.

Graduates from a Texas Normal School after September 1, 1914, who have completed the full four years of work or who entered the Third Year of a Normal School by virtue of credits from a fully affiliated high school, or who enter by examination, will be given ten courses toward graduation from the University of Texas, or the University of Missouri, on entrance to either of those institutions.[4]

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[1] First Biennial Report of the State Normal School Board of Regents, 1910-11 and 1911-12, p. 7. Austin, Texas: Von Boeckmann-Jones Company, 1913.

[2] Catalogue of West Texas State Normal College, Canyon, Texas, Session 1911-1912, p. 4. Canyon, Texas: Randall County New Print.

[3] Ibid., 6.

[4] Ibid., 47.

After the extra year of work was added in 1914, all Texas state normals offered two years of recognized college work. Although the schools offered only two years of college work the four normal classes were known as freshman, sophomore, junior and senior. The 1915 bulletin stated that a permanent certificate would be issued "upon the completion of one of the seven special courses."[1] The seven courses were agriculture; history and English; home economics; language (German, Latin or Spanish); manual training, primary; elementary and arts; and science and mathematics. At least one unit in English was required for all courses.

The next advance made by the teacher-training institutions of Texas came in 1917 when the board of normal regents decided to make standard colleges of all the normal schools.[2] The junior year of college work was added in 1918, and the senior year in 1919. The certificate requirements were changed somewhat at the same time. Diplomas and life certificates were still given at the completion of the sophomore year of college work. The requirement of three hours of English was made for a diploma based on any curriculum. For any

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[1] Ibid., 25.

[2] Fourth Biennial Report of the Texas State Normal Schools, 1916-1917, 1917-1918, pp. 10-11.

certificate or diploma an average grade of C was also required and the applicant had "to be eligible for practice teaching in the Elementary School."

All certificates except the permenent one were for six years in 1917.[1]

The purpose of the Degree Division of the Normal College is to prepare men and women for teaching in the high schools, and to equip graduates for administrative work as principals and superintendents of schools. The work is planned on four-year basis of college rank, and the curricula are those offered by standard colleges for degrees...
In addition to the fourteen admission units required, candidates for a degree must complete 180 term hours of prescribed work in special groups of subjects. Education is a required major for all groups. An additional major and two minors must be chosen by the student from the following group of subjects.

Major Study Groups

I Education is a required major in all curricula.
II English.
III Foreign Language: Latin or German or Spanish.
IV Science: Biology or Chemistry or Mathematics or Physics.
V History.

Every curriculum must show at least:
English, 18 hours above admission.
Foreign Language, 9 hours above admission.
History or Government or Economics, 9 hours above admission.
Mathematics, 9 hours above admission.
Science, 18 hours above admission.[2]

The catalogue for Canyon, Texas, for the following year showed some changes in the degree requirements. Each person seeking a degree was required to elect a major and

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[1] Catalogue of West Texas State Normal College, 1916-1917, pp. 21, 22. Austin, Texas: Von Boeckmann-Jones, 1917.

[2] Ibid., 22-23.

two minors, the first minor to consist of 27 term hours and the second of 18 term hours. The candidate was required to have "18 term hours of English, 9 term hours of Social Science, 9 term hours of a laboratory science, not less than 42 nor more than 54 term hours of Education, including departmental method courses." In addition the B.A. candidate must have 9 term hours of mathematics and 18 term hours of foreign language.[1]

The certificate requirements for the Texas colleges were greatly changed in 1921. The following is quoted from the catalogue,[2] for August, 1922:

Kind of Certificates Which May be Obtained at Texas Normal Schools.

I.

Elementary Certificates

1. Elementary certificates of the first class.
2. Permanent elementary certificates.

II.

High School Certificates

1. High school certificates of the first class.
2. Permanent high school certificates.

III.

Special Certificates

1. Temporary special certificates.
2. Permanent special certificates.

The subjects in which special certificates may be obtained are as follows: Agriculture, Domestic Art, Domestic Science, Commercial Subjects, Public School Drawing, Public Speaking, Manual Training, Physical Training, Public School Music, Vocal Music, Instrumental Music, Industrial Training, Foreign Languages.

The elementary certificate of the first class was granted upon the following conditions: (1) The completion

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[1]Catalogue of the West Texas State Normal College, Canyon, Texas, 1917-18, pp. 83084, Austin: Von Boeckman-Jones Company, 1917.

[2]Catalogue of the West Texas State Normal College 1921-22, pp. 39-40, 73-74. Canyon, Texas: West Texas State Normal College, 1922.

of the first year (third year high school) work of a Texas State normal college certificate was valid for two years. (2) The completion of the second year (fourth year high school) work of a Texas State normal college. This certificate was valid for three years. (3) The completion of five full college courses in a Texas State normal college; provided that at least one of the five courses should deal especially with elementary education, that at least one course should be in English, and that not more than two courses might be taken in any subject. This certificate was valid for four years.

The permanent elementary certificate was granted upon the completion of the sophomore year (second year, college) work in a Texas state normal college; provided, that the applicant had specialized in the materials of elementary education, including a minimum of thirty-six hours of practice teaching in the elementary grades.

The high school certificate of the first class was granted upon the following conditions: (1) The completion of five full college courses in a Texas state normal college; provided, that at least one of these courses should be in education and at least one in English. This certificate was valid for two years. (2) The completion of two years of college work in a Texas state normal college; provided, that this work should include two courses in education, one of which should bear upon training for high school teaching.

This certificate was valid for four years. (3) The completion of three years of college work in a Texas normal college; provided, that this work should include three courses in education, one course of which was a minimum of thirty-six recitation hours of practice teaching, and one course of which should bear upon training for high school teaching. This certificate was valid for six years.

The permanent high school certificate was granted upon the completion of a four-year college course leading to a degree in a Texas state normal college; provided, that this work should include four courses in education, one of which should be upon high school teaching, and one of which should consist of a study of methods and practice teaching.

In 1922 the English requirements were made more strict than they had ever been before. Students were to be graded for English on all their work irrespective of the courses they might be taking. Extra courses in English might be prescribed for students lacking in this training.

Before 1924 senior college students upon graduation received a permanent high school certificate. Since that date, and continuing to the present time, they may receive a permanent high school certificate, a permanent elementary certificate, or a permanent kindergarten certificate.[1]

After the normal schools were made colleges the last

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[1] Catalogue of the West Texas State Teachers College, 1923-24, p. 59. West Texas State Teachers College Bulletin No. 36. Canyon, Texas: West Texas State Teachers College, 1924.

two years of high school work were known as normal school classes, and certificates were issued for both classes. In 1924, the last year of the course, the eleventh grade became the sub-collegiate class and an elementary certificate of the first class, valid for three years, was obtained provided the student had done nine quarter hours of education in the sub-collegiate class.[1] This certificate enabled the holder to teach in the first seven grades inclusive. Since 1925 the classes immediately preceding the college have been known as the high school. The certificate requirements for this division are still the same as they were in 1924.[2]

With a few slight changes the certificate, diploma, and degree requirements are the same today as they were in 1922. The changes were as follows:

1925, - Junior certificate requirements, one quarter (three months) of practice teaching added.[3] For Sophomore diploma, twenty-seven term hours of work must be Sophomore work.[4] "...a candi-

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[1] Ibid., 138.

[2] Catalogue of the West Texas State Teachers College, 1924-25, p. 138. West Texas State Teachers College Bulletin No. 39. Canyon, Texas: West Texas State Teachers College, 1925.

[3] Catalogue of the West Texas State Teachers College, 1925-26, West Texas State Teachers College Bulletin No. 39, p. 58. Canyon, Texas: West Texas State Teachers College, 1925.

[4] Ibid., 59.

date for a degree in kindergarten-primary, or intermediate-grade groups may present a maximum of sixty-three hours in Education..."[1] For a degree, 45 term hours must be done with the institution granting the degree, 36 term hours of the same must be advanced.[2]

1927, - Nine hours of the first minor for a degree must be advanced work.[3]

The current catalogue of the Texas University states concerning admission of students from State Teachers Colleges:

Students desiring admission from the State Teachers Colleges of Texas must meet the requirements made of students from other colleges.

Graduates of the normal school (sub-college) department of the State teachers colleges will be regarded as graduates of an accredited school and will be accepted on the same basis as are graduates of accredited high schools. They will be required to present the prescribed units and will be limited to the elective units listed on pages 95 and 96 of this Catalogue.

Students attending the college department of a State teachers college during and after the session of 1913-1914 will receive college credit provided they were eligible, at the time of their admission to the teachers college, to enter the freshman class at the University. The standard amount of credit will be thirty semester hours for one year's full work in studies paralleled in the University and given in substantially the same order. Only specified courses as agreed upon will be accepted as "advanced."

Students holding a bachelor's degree from a State

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[1] Ibid., 59.

[2] Ibid., 60.

[3] Catalogue of the West Texas State Teachers College, 1926-27, p. 61. West Texas State Teachers College Bulletin No. 45. Canyon, Texas: West Texas State Teachers College, 1927.

teachers college awarded in 1922 or subsequently will be admitted to the Graduate School of the University without condition, subject to the regulations of the Graduate School, provided they present as many as thirty semester hours that have been approved as "advanced."

As in the case of students from other colleges, all credits given to students from the teachers college are conditional, and may be reduced after the students matriculate in the University of Texas if their work here is of low grade.

The catalogues for the last five years have given the same Texas law for certificates. This law designated the following certificates: (1) temporary elementary certificates of the first class, (2) permanent elementary certificate, (3) temporary high school certificates of the first class, (4) permanent high school certificates, (5) kindergarten certificates, (6) temporary special certificates and (7) permanent special certificates.[1]

The temporary elementary certificate of the first class was granted upon the following conditions: (a) The completion of the high school course of Texas State Teachers Colleges; provided, the work included one year of education. This certificate was valid for three years. (b) The completion of the five full college courses in a Texas state teachers college; provided, that at least one of the five courses should be in education and one should be in English and that not more than two courses might be taken in any one subject. This certificate was valid for

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[1] Catalogue of the West Texas State Teachers College, 1928-1929, p. 82. Bulletin No. 53. Canyon, Texas: West Texas State Teachers College, 1929.

four years. All temporary elementary certificates of the first class entitled the holders to contract to teach only in the elementary schools, grades one to seven, inclusive.[1]

The permanent elementary certificate was granted upon the completion of the sophomore year in a Texas state teachers college and specialization in the materials of elementary education, including a minimum of thirty-six recitation hours of practice teaching in the elementary grades under the supervision of a critic teacher. The holder of this certificate might contract to teach in any elementary school grades one to seven, inclusive, in unclassified high schools and in high schools of the third class.[2]

The temporary high school certificates of the first class were granted upon the following conditions: (2) The completion of five full college courses in a Texas state teachers college: provided, that at least one of these courses should be in education, at least one in English, and that not more than two courses might be taken in any one subject; and provided further, that all these five courses were those which the college recognized as credit towards its diploma or degree. This certificate was valid for two years, and entitled the holder to contract to teach in the elementary grades, one to seven years, inclusive, in third class high schools, and unclassified high schools,

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[1] Ibid.

[2] Ibid.

but not in accredited high schools of the first and second class. (b) The completion of two years of college work in a Texas state teachers college; provided, that this work should include two courses in education, one of which should bear upon training for high school teachers. This certificate was valid for four years, and entitled the holder to contract to teach in any elementary grade or in any high school. (c) The completion of three years of college work in a Texas state teachers college; provided, that this work should include a minimum of thirty-six recitation hours of practice teaching, and one course of which should bear upon training for high school teaching. This certificate was valid for six years and entitled the holder to contract to teach in any elementary grade or in any high school.[1]

The permanent high school certificate was granted upon the following conditions: (a) The completion of a four-year course, leading to a degree, in a Texas state teachers college; provided, that this work should include four courses in education, one of which should bear upon high school teaching and one of which should consist of the study of methods, observation of methods, and practice in teaching, and one of which should bear upon high school teaching. (b) Any person who held a diploma conferring upon

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[1] Ibid., 83.

him the degree of Bachelor of Arts, or any equivalent Bachelor's degree, or any higher academic degree, from any Texas state teachers college, who had not had four full courses in education, but who furnished satisfactory evidence of having completed two full courses in education, one of which should bear upon high school teaching and of having had not less than three years' successful experience in teaching, aggregating not less than twenty-seven months, subsequent to the taking of the degree, should be entitled to receive from the State Department of Education a permanent high school certificate, which should be valid anywhere in the State.[1]

Under a law passed by the Forty-first legislature any person holding a valid state certificate (whether based on examination or issued by a college) which would expire in August, 1929, might have such certificate extended one year by completion of nine term hours of credit in residence at a Texas teacher college during the summer session of the college.[2]

Table XLVI shows the advance in number and kinds of certificates issued as shown by the Canyon catalogues from 1911 to 1922.

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[1] Ibid.

[2] Ibid., 85.

TABLE XLVI

NUMBER AND KINDS OF CERTIFICATES ISSUED AT THE CLOSE OF THE REGULAR SESSION FOR A PERIOD OF FIFTEEN YEARS, AS SHOWN BY THE CATALOGUES, AT CANYON, TEXAS

Year	Graduates*	First Grade Certificate	Second Grade Certificate	Training School Certificate	Normal High School Certificate
1911	34(3)	....	....	..	..
1912	27	....	....	..	..
1913	62	....	....	..	..
1914	126	56(2 or 3)	47(1)	..	..
1915	9(4) 2(3)	14(3) 36(2)	36(1)	..	..
1916	24(4)Sr.	32(3)Jr. 70(2)Soph.	35Fr.	..	..
1917	48	34(3) 87(2)	56	..	..
1918	31	38(3) 86(2)	59	..	..
1919	19	14(3) 34(2)	25	16	..
1920	40	35(3) 56(2)	30	15	..
1921	39 Soph. Col.	30 Fr. Col. 57 Nor.	25 Nor.	16	19
1922	44	53 Fr. Col. 44 Nor.	19	17	8

*All graduates received permanent certificates.
Figures in parenthesis show number of years work (not necessarily college work) required.

Summary.- There have been certain trends in the certificate and graduation requirements of the teacher-training institutions of the Gulf States from 1872 to 1929. Before 1900 Alabama, Louisiana, and Texas reviewed the common elementary branches of training and issued certificates. From 1900 to 1914 the Alabama, Louisiana, and Texas Normal schools gradually offered more high school subjects until by the close of the period all normal schools were the equivalent of high schools. Louisiana and Texas granted certificates and diplomas during this time. Mississippi from 1912 to 1914 issued certificates and diplomas. The courses offered were very similar to those of the other Gulf States. From 1914 to 1918 two years of college work was pursued in all the teacher-training institutions of the Gulf States. The Louisiana school and all the Texas schools were made four-year colleges in 1918; the Hattiesburg, Mississippi, Normal School became a four-year teachers' college in 1922; the Mississippi Delta Teachers College granted degrees in 1928 and all the Alabama schools became teachers colleges in 1929.

Table XLVII shows the number of degrees issued by certain teacher-training institutions of the Gulf States.

TABLE XLVII

NUMBER OF DEGREES GRANTED BY CERTAIN STATE TEACHERS COLLEGES OF THE GULF STATES*

Year	Natchitoches, La.	Denton, Texas	San Marcos, Texas	Commerce, Texas	Alpine, Texas	Nacogdoches, Texas	Hattiesburg, Miss.
1919	..	5	2	5	..	..	..
1920	..	14	3	11	..	..	..
1921	4	26	12	8	..	..	1
1922	3	43	27	11	..	..	..
1923	13	48	44	16	..	..	23
1924	35	93	57	25	..	..	17
1925	52	151	95	37	1	11	..
1926	77	168	93	73	7	28	..
1927	110	122	96	104	25	44	..
1928	138	129	130	..	25	62	58

*Date collected from offices of registrars and catalogues.

CHAPTER XII

CURRICULA

Normal School Curricula before 1872

The year 1872 is taken in this section of the study as a division date because that year saw the establishment of the first normal school in the Gulf States.[1] Early normal school curricula must necessarily have influenced the types of professional courses offered by the first teacher-training institutions in these states.

In 1823 S. R. Hall established a private seminary in Concord, New Hampshire, the purpose of which was to furnish professional training to those who desired to become teachers in the public schools. "Here was given some of the first lectures, if not the first, ever delivered on school-keeping in this country."[2]

An examination of the list of texts used by Hall discloses the fact that the only ones which could be used in professional courses were Brigham's Mental Excitement, Abercrombie's Mental Philosophy, and Abbott's Teacher.[3] This list indicates a meager amount of textual material available

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[1] Acts Passed by the Board of Education of the State of Alabama at the Session of 1872, pp.24-26. Montgomery: Arthur Bingham, 1873.

[2] Fifty-third Annual Report of the Massachusetts State Board of Education, 1888-89, p.87. Boston: Wright and Potter Printing Co., 1890.

[3] "Common School System of Massachusetts," Connecticut Common School Journal, III (April 1, 1841), 141-42.

for professional courses during that period. Feeling this lack of subject-matter, Hall published his "Lectures on School Keeping."[1] Horace Mann praised Jacob Abbott's The Teacher in an editorial in The Common School Journal. "The school committee of Middleborough notice 'the schools which have been taught upon the Abbott system,' in terms of high commendation, and recommend Mr. Abbott's work to the perusal of teachers."[2]

The Teachers Seminary at Andover, Massachusetts, was established in 1830 as a department of Phillips Academy.[3] In 1833 the Seminary offered three years of work.

Junior Class

1st Term.- English Grammar. Intellectual Arithmetic, reviewed History of United States, reviewed.
2nd Term.- Written Arithmetic. Geography, ancient and modern. History of England.
3rd Term.- Written Arithmetic, finished. Linear drawing. Construction of Maps. Use of Globes. Book-keeping.

Middle Class

1st. Term.- Algebra. Euclid. Rhetoric.
2nd Term.- Algebra, finished. Trigonometry. Chemistry.
3rd Term.- Chemistry, finished. Surveying. Spherical Geometry.

Senior Class

1st Term- Natural Philosophy. Logic. Civil Engineering.
2nd Term.- Natural Theology. Evidences of Christianity. Moral Philosophy. Astronomy.

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[1] "Samuel Read Hall," The American Journal of Education, p.377. Vol. V. Edited by Henry Barnard. Hartford: F. C. Brownell, 1858.

[2] Ibid., 386.

[3] "Massachusetts Common School System," The Common School Journal, III (February 15, 1841), 61.

3rd Term.- Political Economy. Intellectual Philosophy. Art of Teaching.[1]

Horace Mann, secretary of the Massachusetts Board of Education, reported in 1839 that the Board in establishing the regulations for normal schools had prescribed a course of study. "The studies first to be attended to in the Normal Schools are those which the law requires to be taught in the district schools, viz. orthography, reading, writing, English grammar, geography and arithmetic. When these are thoroughly mastered, those of a higher order will be progressively taken."[2]

In 1845 the Westfield Normal School at Westfield, Massachusetts, taught the art of teaching by "a lecture daily upon the modes of teaching, and other appropriate topics." The other subjects studied were reviews of the elementary branches.[3]

While considering the true function of a normal school to be that of imparting instruction in the science and art of teaching, the Pennsylvania State Normal School at Mille

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[1] American Annals of Education and Instruction, p. 335. Vol. IV. Edited by William C. Woodbridge. Boston: William D. Ticknor, 1834.

[2] "Normal Schools," The Common School Journal, I (February 1, 1839), 37.

[3] "Westfield Normal School," The Common School Journal, VII (February 15, 1845), 61.

ville found it necessary according to the catalogue in 1864 to adapt itself to the circumstances of its pupils.

> ...Among them are always found large numbers who are deficient in their knowledge of the branches they expect to teach, and others who possess the requisite amount of knowledge, but are ignorant of the methods by which they attained it and of the forms by which to give it effective or elegant expression. The work done at Millersville may be thus classified: 1st, Teaching the Branches; 2nd, Reviewing Studies; 3rd, Imparting Professional Instruction.[1]

The American Normal School and National Teachers Associations in 1869 appointed a committee to consider and report upon a course of study adapted to normal schools. The committee made its report in 1870 as follows:

First Year - First Term
Subjects

English language
Elementary arithmetic, including mental processes.
Writing and drawing
Geography
Botany, as a means of cultivating observing powers (8 weeks)
Physiology (12 weeks) To follow Botany
Tehory and practice of teaching.
Vocal and physical training
Ethical instruction

Second Term

English grammar (completed)
Elementary arithmetic (completed)
Drawing
Botany (8 or 10 weeks)
Geography (completed)
Geometry
Theory and practice of Teaching (continued)
Book-keeping
Vocal and Physical Culture

Second Year- First Term
Subjects

Geography (To follow reading)
English language
Algebra (10 weeks)

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[1]"The Pennsylvania State Normal School at Millersville," The American Journal of Education, XXXIX (June, 1865), 226.

Natural philosophy (20 weeks)
History of the United States
Science of government
Chemistry (follows algebra)
Physical and vocal culture
Theory and practice of teaching

Second Term

Chemistry (continued)
Geology
Geometry (4 books)
Physiology
Theory and practice of teaching
Philosophy of education, including mental philosophy.[1]

The curricula of the normal schools of the period before 1872 consisted almost entirely of review courses in the elementary subjects. One finds from the available historical data that as time passed little was done to provide professional courses for teachers. Mental Excitement was replaced by Mental Philosophy while courses in the theory and practice of teaching were included but they were usually given in the form of lectures by the principal of the school.

Curricula of the Alabama Normal Schools before 1911

Influence of college standards.- The curricula of the normal schools in Alabama differed from those of the other three Gulf States. The Alabama normal schools aspired to be colleges from the very first. There may have been several reasons for this. First, there was no state or central control over these schools. The state made small

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[1] Addresses and Journal of Proceedings of the American Normal School, and National Teachers' Associations at Cleveland, Ohio. Session of yr. 1870. pp.19-20. Washington: J. H. Holmes.

appropriations without an attempt to direct the work of the schools aided. Second, two of the schools, Florence and Jacksonville, had formerly been colleges, while Livingston was a seminary with a subsidy given by the state with the provision that a normal department be added. Troy, the last school to be established, not to be surpassed by her rivals earlier in the field, offered not only college work, but graduate courses, leading to the higher degrees. Third, the influence of the pre-war prestige of the college was still felt. Moreover, in Alabama before 1860 interest primarily centered in higher institutions of learning.

The Florence Normal School offered three years of work in its first curriculum:

First Year

1st Term.- English Grammar, English Composition, Latin Grammar and Reader, Higher Arithmetic, Physiology, Geography.

2nd Term.- Rhetoric, Latin Grammar, Caesar, Algebra, Natural Philosophy.

Second Year

1st Term.- Rhetoric, Introduction to Latin, Prose Composition, Cicero, Chemistry, Algebra, Geography, French or German.

2nd Term.- Logic, Introduction to Latin Prose Composition, Virgil, Geometry, Political Economy, Chemistry, French or German.

Third Year

1st Term.- History (Ancient and Modern), Latin Prose Composition, Horace Satires, Trigonometry, Plane and Spherical, Mechanics, Mental Science.

2nd Term.- English and American Literature; Criticism; Latin Prose Composition; Horace (Odes and Epodes), Mensuration and Surveying; Astronomy; Moral Science; Evidences of Christianity.

Students in each class will be regularly exercised in Declamation and Composition. The President will deliver a regular course of lectures on the Art of Science of Teaching; with special references to the Organization and Discipline of Schools.[1]

Trend toward the usual normal school work.- It was not until 1882 that Florence began to show evidences of the influence of normal schools in other sections of the United States. In that year appeared elementary arithmetic, spelling, reading and writing, for the first time in the work of the first year. A significant sentence closed the discussion of the curriculum in the catalogue. "From the above course it will be observed that great attention is given to those branches that are especially required in the public schools of the State."[2] The statement was a slight exaggeration, however, since only thirteen of the forty-eight courses offered could have been successfully taught in the public schools of Alabama of that date.

The Alabama Normal College for Girls at Livingston, was subsidized by Alabama for normal school work in 1883.[3] The catalogue for 1895-96, twelve years after the adoption

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[1] First Annual Catalogue of the Florence Normal School, 1873-74, p.10. Florence, Alabama: Florence Republican, 1873.

[2] Annual Catalogue of the State Normal School, Florence, Alabama, for 1878-79, p.8. Nashville: Southern Methodist Publishing House, 1878.

[3] Acts of the General Assembly of Alabama, 1882-83, pp.253-56. Montgomery: W. D. Brown and Co., 1883.

of the college by the state, announced that it was the intention of the principl to modify the course so as to bring it gradually in accord with the curricula of the public schools of the state, as far as possible, "since the object of the Normal Department is to prepare teachers for the Public Schools. But these changes must be made gradually, and will not be announced as permanent until trail has been made of their workings."[1]

The State Normal College, Troy, Alabama, 1902-1903, continued to offer courses leading to a college degree, although "the examination for admission to the Freshman Class includes reading, spelling, English grammar, geography, arithmetic, algebra to simple equations, and United States history."[2] The following is quoted from the catalogue for 1902-1903:

> In addition to the regular course as published elsewhere, the Faculty have decided to give instruction in the chief branches of the public school curriculum. The following are the subjects that will be taught during the Review Term: Department of Civics- U. S. History, Alabama History and Civics, and Alabama School Laws; 2. Department of Mathematics- Arithmetic, Algebra, Geometry and Analytics; 3. Department of Languages- English Grammar, American Literature, Beginner's Latin, Virgil, and Horace. 4. Department of Natural Science- Geography, Physiology and Natural Philosophy; 5. Department of Pedagogy- Theory and Practice of Teaching, Logic, School Management, Philosophy of Teaching, and practice or observation work in the Model School by all pedagogic students.[3]

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[1] Catalogue of the Alabama Normal College for Girls, 1895-96, p.31. Livingston, Alabama: Alabama Normal College, 1895.

[2] Catalogue of the State Normal College, Troy, Alabama, 1902-1903, p.10. Montgomery, Alabama: W. M. Rogers and Co., 1902.

[3] Ibid., 9.

The report of the United States Commissioner of Education for the year 1898-99[1] stated in a discussion of the normal school at Florence, Alabama, that since 1886 more attention had been given to the professional training of teachers until it was then the leading feature of the institution.

Curricula of the Texas and Louisiana Normal Schools before 1911

Curricula based on reviews of public school subjects.- The first catalogue of the Sam Houston Normal Institute stated that the "plan of study includes the review of every branch from the spelling-book to the higher mathematics and culture studies."[2]

The first catalogue of the State Normal College, Natchitoches, Louisiana,[3] contained the following statement of the course of study:

Review and methods of teaching.
Arithmetic, Geography, Grammar, Composition, Reading and Phonetics, History, Drawing, Penmanship, Spelling, Calisthenics, and Music.
Literature, Natural Sciences, Hygienic Physiology.
Civil Government.
Philosophy of Education, History of Education, Science and Art of Teaching, Psychology, Ethics, Discipline and

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[1] Report of the Commissioner of Education for the year 1898-99, p.2403. Vol. II. Washington: Government Printing Office, 1900.

[2] Catalogue of the Sam Houston Normal Institute, Huntsville, Texas, 1879-80, p.9. Austin, Texas: Institution for the Deaf and Dumb, 1880.

[3] Catalogue of the State Normal College, Natchitoches, Louisiana, 1885-86, p.12. New Orleans: A. W. Hyatt, 1885.

School Management.
Practical Teaching in the Practice School.

In 1890 the review work was continued in the Huntsville school, the only normal school in Texas at that time. It was defended on the ground that "the best way to teach both subject matter and methods of teaching is to carry them along together; and also because it is folly to undertake to teach methods to pupils who do not understand the subject matter."[1]

The curriculum for the Louisiana State Normal College in 1890 contained in addition to the review courses the history of education, psychology, general pedagogy, school management, methods of teaching the primary branches, and practice teaching.

When one seeks for sources that might have influenced the curricula development in the Louisiana and Texas normal schools,he is led to examine the work of the Winthrop Normal School in South Carolina because this was one of the leading institutions in the South receiving Peabody aid. The curriculum of that institution in 1890 included the following subjects and the methods of teaching them: reading, spelling, English language, arithmetic, geography, physiology, history of the United States, lessons on form and color, lessons on plants and animals, elements of physics, penmanship, drawing,

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[1]Catalogue of the Sam Houston Normal Institute, Huntsville, Texas, 1899-90, p.24. Austin, Texas: State Printing Office, 1890.

vocal music and calisthenics, psychology, history of education, school organization and management, and practice teaching.[1]

Trend toward college work.- In 1900 the Natchitoches, Louisiana, institution offered English grammar, civil government, physiography, arithmetic, drawing, and singing for the first term of the First Year.[2] The remainder of the curriculum was largely high school subjects and the following subjects in education: history of education, psychology, and practice teaching. These courses were more advanced than those previously offered.

The Southwest Texas State Normal School was opened for students in 1903.[3] The curriculum covered three years and was composed principally of high school subjects.[4]

The Huntsville Normal School in 1909-10 offered the following curriculum:

> Required Subjects and Electives
> The course provides for certain required subjects and certain electives. In order to complete the course for any year, studies equivalent to 8-1/3 units must be satisfactorily completed, or a total of 25 units for the three

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[1] Report of the Commissioner of Education for the year 1898-99, p.2352. Vol. II. Washington: Government Printing Office, 1900.

[2] Catalogue of the Louisiana State Normal College, 1900, p.6. Natchitoches, Louisiana: Louisiana State Normal College, 1900.

[3] Catalogue of the South West Texas State Normal School, San Marcos, Texas, 1903-1904, p.1. Austin, Texas: Von Boeckmann-Jones Co., 1903.

[4] Ibid., 11-19.

years. A unit means three recitations a week for the entire session, or 108 recitation periods distributed among the terms as the program may provide.

Freshman Year.

In the Freshman year the required subjects are English Grammar and Composition, Arithmetic, Elementary Algebra, United States and Texas History, Geography, Physiology, School Management, Agriculture, Physical Culture, Reading, Drawing, Mus' Beginners' Latin is elective. Students who ele. Latin omit Drawing and Music and take short courses in Science.

Junior Year.

In the Junior year the required subjects are: English Grammar (unless taken in the Freshman year), Rhetoric, Higher Algebra, Plane Geometry, General History, United States History (brief, intensive study), School Management (including graded schools and pedagogy), Psychology, Agriculture, Physical Culture, Civics Reading, either Physics or Physiology, and Physical Geography.

The Junior electives are: Latin, German, Primary Methods, Manual Training, Domestic Science, Music, Drawing. Juniors who have completed the Freshman course take English History instead of United States History, and American Literature instead of Grammar.

Senior Year.

In the Senior year the required subjects are: English Literature, Theme Writing, Solid Geometry, Trigonometry, Chemistry, or Physics or Biology (Botany and Zoology), Applied Psychology, History of Education, Educational Principles and School Administration, Agriculture, Primary Methods (unless previously taken).

The Senior electives are: Latin, German, Manual Training, Domestic Science, Bookkeeping, Reading, Drawing, Music.

Electives.

In the selection of electives, students must confer with the Principal and the advisory committee, and the decision of the Principal and committee as to the course to be pursued will be final.

When an elective study has been decided upon, students are required to pursue the subject until completed.[1]

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[1]Catalogue of the Sam Houston Normal Institute, Huntsville, Texas, 1909-10, p.31. Austin, Texas: Von Boeckmann-Jones Co., 1910.

One may readily see from the above curricula that the trend is away from the review courses and toward the work of the college.

The Mississippi teacher-training institutions are not included in this discussion because the first normal school in that state was not established until 1911.

Curricula of the Normal Schools in the Gulf States from 1911 to 1917

Trend to approximate college standards.- A review of the curricula offered by the teacher-training institutions in the Gulf States from 1911 to 1917 discloses the fact that the chief ambition of each of these schools was to become a college. It is true that the Alabama schools at Troy, Florence and Livingston dropped the name "college" when they were placed under a central state board in 1911[1] but a comparison of the Troy catalogue for 1910[2] and 1911[3] shows that there was no change made in the courses offered. It was a case of giving a diploma instead of a degree. Under the control of the state board the Alabama teacher-training institutions continued to offer the same type of work from

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[1] General Laws of Alabama, 1911, pp.494-96. Montgomery: Brown Printing Co., 1911.

[2] Catalogue of the State Normal College, Troy, Alabama, 1910, pp.10. Troy, Alabama: State Normal College, 1910.

[3] Catalogue of the State Normal School, Troy, Alabama, 1911, p.11. Troy, Alabama: State Normal School, 1911.

1911 to 1917. The latter year they offered in their curricula the work of an additional year.[1]

The trend of the curriculum of the State Normal College, Natchitoches, Louisiana, to approximate college standards is shown in the following history of the curriculum development of the institution:

Prior to 1911, the standard of admission to the State Normal was equivalent to the completion of the seventh grade of an approved high school. The lowest class then comprised English Grammar, arithmetic, United States History, geography, physiology, writing, and spelling.

At the close of the spring term of 1911, the standard was somewhat raised, the following subjects then making up the work of the first or lowest class: English grammar, algebra (beginning) United States History, elementary biology, geography, writing and spelling. At the same time the school year was changed from three terms of sixteen weeks to four terms of twelve weeks.

A year later the standard was raised a half year, and the new 1A or lowest term now comprised the instruction in English composition, algebra (fractions to quadratics), zoology, French or Latin (begun) and music and art. This brought the standard of admission to the end of the first high school year. At the same time, a new course for the training of rural teachers was added, and all subjects of secondary grade were relegated to the lower terms.

In order to permit specialization and to offer opportunity to prepare for efficient service in Louisiana high schools, the six higher terms were divided into five courses, as follows: language, science, and mathematics, music and art, social science and manual training or domestic science. Together with the course for the training of rural teachers, which has been differentiated throughout the eleven terms, this offered a choice of six different courses.

During the session 1913-14, the standard of admission was made higher by elimination of the 1A term in December, 1913, and the 1B term in May, 1914, thus bringing the admission requirements up to the third school year. This has permitted the addition of a new term in the upper portion of the curriculum, thus relieving the pressure of too many hours in the higher terms and allowing more thorough and

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[1] Catalogue of the State Normal School, Troy, Alabama, 1917, p.27. Troy, Alabama: State Normal School, 1917.

efficient instruction in advanced subjects.[1]

By virtue of an act of the General Assembly of the State of Louisiana in 1918 the Natchitoches institution was made a college which might offer four years of work beyond the high school.[2]

The same movement toward senior colleges is seen in a study of the curricula of the Texas teacher-training institutions. The legislature created a State Normal School Board of Regents in 1911.[3] One of the duties of this Board was to make all requirements for graduation uniform for the Texas normal schools.

The trend of the curricula of the Texas normal schools toward college work may be shown by a study of the courses offered in mathematics in the West Texas State Normal College, Canyon, Texas. In 1911-12 arithmetic, algebra, plane geometry, solid geometry and trigonometry were offered.[4] In 1913-14 algebra, plane geometry, solid geometry, modern geometry, college algebra, and analytic

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[1] Catalogue of the Louisiana State Normal School, Natchitoches, Louisiana, 1915-16, pp.49-50. Natchitoches, Louisiana: State Normal School, 1915.

[2] Acts of the General Assembly of Louisiana, 1918, p.325. Baton Rouge: Ramires-Jones Printing Co., 1918.

[3] General Laws of the State of Texas, Regular Session, 1911, pp.286-87. Austin, Texas: Austin Printing Co., 1911.

[4] Catalogue of the West Texas State Normal College, 1911-12, pp.23-24. Canyon, Texas: West Texas State Normal College, 1912.

geometry were the courses offered.[1] In 1915-16 elementary algebra, plane geometry, solid geometry, trigonometry, shop mathematics, business arithmetic, college algebra, and analytic geometry were offered.[2] In 1917-18 the same courses in mathematics were offered with the addition of differential calculus, integral calculus, and definite integral calculus. In 1917 the Texas State Normal School Board of Regents made the Texas teacher-training institutions into four-year colleges.[3]

The trend of the curricula of the Mississippi State Teachers College toward offering four years of college work is shown by the fact that when the college opened in 1912-13 there were 80 credits required for a diploma, 96 the next year, 122 the next three years, and 150 the next four years. At the end of this time the institution offered a degree.[4]

The curricula of this period shows the influence

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[1] Catalogue of the West Texas State Normal College, 1913-14, pp.41-42. Canyon, Texas: West Texas State Normal College, 1913.

[2] Catalogue of the West Texas State Normal College, 1915-16, pp.56-57. Canyon, Texas: West Texas State Teachers College, 1915.

[3] Catalogue of the West Texas State Normal College, 1918-1919, p.11. Canyon, Texas: West Texas State Teachers College, 1918.

[4] Data furnished by the Registrar, Mississippi State Teachers College, Hattiesburg, Mississippi.

of the college not only because of the advance made in additional courses but in the trend from review courses toward intensive courses. One illustration is sufficient; in 1911 a review course in arithmetic was offered in the West Texas State Normal College; in 1915 a course in business arithmetic was offered in lieu of this course.

Curricula Differentiation after 1917

With the extension of the curricula in the teacher-training institutions of the Gulf States there is seen an effort to differentiate the curricula to meet the needs of various types of teachers. The Southwest Texas State Normal School offered the following groups of courses in 1913-1914:

1. The Agriculture Group prepares teachers of agriculture for rural and city high schools and rural school teachers.
2. History-English Group prepares teachers of manual training and home economics.
3. The Industrial Arts Group prepares teachers of manual training and home economics.
4. The Language Group prepares teachers of English and Latin or German.
5. The Primary Art Group prepares teachers of primary work, music or drawing.
6. The Science-Mathematics Group prepares teachers of science and mathematics.[1]

The catalogue of the same institution for 1921-22 contained the following curricula groups: Kindergarten-

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[1]Catalogue of the South West Texas State Normal School, 1913-14, p.14. San Marcos, Texas: The South West Texas State Normal School, 1913.

primary, intermediate, rural school, special subjects, high school, and vocational home economics.[1]

The State Normal School, Troy, Alabama, first offered differentiated curricula in 1917.[2] These groups were for students who wished to become primary or grammar school teachers. To these two groups was added a junior high school group of courses in 1922.

Although curricula differentiation has been practiced by the other teacher-training institutions of the Gulf States, it is felt that additional illustrations are unnecessary. Attention is called to Table XLVIII which shows differentiation of curricula. This table shows that the differentiation of the Alabama institutions was more limited than that of the other colleges and that the Louisiana State Normal College, Natchitoches, Louisiana, was more extensive.

Tables XLIX to LII are also presented to show the diversity of subjects offered in education. They need no explanation.

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[1] Catalogue of the South West Texas State Normal College, 1921-22, pp.32-37. San Marcos, Texas: The South West Texas State Normal College, 1921.

[2] Catalogue of the State Normal School, 1917, pp.22-26. Troy, Alabama: State Normal School, 1917.

TABLE XLVIII

DIFFERENTIATION OF THE CURRICULA OF THE TEACHER-TRAINING INSTITUTIONS IN THE GULF STATES IN 1929

	Mississippi		Louisiana	Texas							Alabama			
	Cleveland	Hattiesburg	Natchitoches	Denton	Commerce	Canyon	San Marcos	Nacogdoches	Huntsville	Alpine	Livingston	Florence	Troy	Jacksonville
Upper Elementary			x											
Grammar Grade			x											
Science, Mathematics			x											
Science, Agriculture			x											
Fifth-year Music			x											
Music			x											
Home Economics			x											
English-Social Science			x											
English-Foreign Language			x											
Art			x											
Vocational Home Economics							x							
Vocational Home Economics, Smith-Hughes							x							
Kindergarten and Primary			x			x	x		x					
Elementary	x								x					
Rural					x	x	x	x	x					
High School, Special Subjects										x				
High School	x	x				x	x	x	x	x				
Lower Elementary		x												
Junior High											x	x	x	x
Intermediate			x		x		x	x		x	x	x	x	x
Primary								x		x	x	x	x	x

TABLE XLIX

DISTRIBUTION OF COURSES IN EDUCATION, HATTIESBURG, MISSISSIPPI

Data derived from catalogues reduced to percentages

Subjects	1915	1919	1923	1925	1929
Principles of Teaching	12.5	5.9	4.	3.4	2.8
How to Study, Lesson Plans	12.5	5.9			
Primary Methods	12.5	5.9	20.	20.7	11.1
Psychology	12.5	5.9	4.	13.8	16.7
Child Study	12.5	5.9	4.	3.4	
School Management	12.5	5.9	9.	3.4	
Practice Teaching	12.5	5.9			
History of Education	12.5	5.9	4.	6.9	5.5
Rural School Problems		5.9	4.	6.9	2.8
Methods, Special		4.7	32.		5.5
General Problems in Teaching			4.		
Educational Measurements			4.	3.4	5.3
Curriculum			4.		8.3
Supervision			4.		8.3
Educational Sociology			4.	3.4	
Introduction to Teaching				3.4	
Elementary Methods				3.4	2.8
Teaching Children How to Study			4.	3.4	
Principles of Secondary Education				3.4	
Practice Teaching				6.9	16.7
Teaching High School Subjects				6.9	2.8
School Administration				3.4	2.8
Introduction to Education					2.8
Parent-Teachers Association Work					2.8
Classroom Management					2.8

TABLE L

DISTRIBUTION OF COURSES IN EDUCATION, TROY, ALABAMA

Data derived from catalogues reduced to percentages

Subjects	1909	1913	1917	1921	1925	1929
Psychology	20.	9.1	18.1	11.5	10.5	13.3
Primary Methods	....	....	....	11.5	10.5	13.3
Intermediate Methods	....	....	....	....	....	6.7
Organization & Mgt.,Junior H.S.	....	....	....	3.8	5.3	6.7
Tests and Measurements	....	....	....	3.8	5.3	6.7
Child Hygiene	....	....	....	11.5	10.5	13.3
General School Management	10.	9.1	....	7.7	10.5	6.7
Practice Teaching	10.	18.1	....	11.5	15.8	13.3
Vocational Guidance,Adolescence	....	....	....	....	5.3	6.7
History of Education	10.	9.1	9.1	7.7	5.3	6.7
Prin. of Elementary Teaching	....	....	....	....	....	6.7
Rural Education	....	....	27.3	7.7	10.5	....
Elementary Methods	....	....	....	7.7	5.3	....
Introduction to Teaching	....	....	....	3.8	5.3	....
The Recitation	....	....	....	3.8	....	....
Special Methods	20.	9.1	9.1	7.7	....	....
Class Management	....	....	9.1	....	....	....
Theory and Practice	10.	9.1	9.1	....	....	....
Science of Education	....	9.1	....	....	....	....
Observation	10.	9.1	9.1	....	....	....
General Methods	10.	9.1	9.1	....	....	....
School Economics	....	9.1	....	....	....	....

TABLE LI

DISTRIBUTION OF COURSES IN EDUCATION, NATCHITOCHES, LOUISIANA

Data derived from catalogues reduced to percentages

Subjects	1929
Introduction to Education	4.5
Psychology	9.1
Play Material and Games	2.3
Methods, Intermediate Grades	2.3
Methods, Grammar Grades	2.3
Observation and Practice Teaching	13.6
Material and Method, Kindergarten, Primary	6.8
Problems and Class Management, Elementary	2.3
Kindergarten Principles	2.3
Tests and Measurements	4.5
Material and Methods in Primary Grades	6.8
Special Methods	11.3
Rural Education	4.5
Principles and Technique of Teaching in Secondary Schools	2.3
Principles and Technique of Teaching in Elementary Schools	2.3
Play Material and Games	2.3
Kindergarten Principles	2.3
Problems and Class Management in Elementary Schools	2.3
History of Education	4.5
Vocational Guidance	2.3
Problems and Class Management in Secondary Schools	2.3
Practice Teaching	6.8

TABLE LII

DISTRIBUTION OF COURSES IN EDUCATION, CANYON, TEXAS

Data derived from catalogues reduced to percentages

Subjects	1929	1925	1921	1917	1913
Educational Psychology.....	16.1	21.9	26.1	31.6	15.4
Principles of Teaching.....	3.2	3.1	4.3	5.2	....
Used Materials.....	6.5	6.3	4.3	....	....
Kindergarten-Primary Plays & Games	3.2	....	....	....	....
Primary Methods.....	9.7	9.4	13.0	5.2	15.4
Observation & Practice Teaching...	19.3	12.5	4.3	15.8	23.0
High School Curriculum.....	3.2	3.1	....	....	....
High School Methods & Management..	3.2	3.1	....	....	....
Rural Education.....	9.7	3.1	4.3	15.8	....
Educational Tests and Scales.....	6.5	6.3	8.7	....	....
History of Education.....	6.5	6.3	4.3	10.5	15.4
Principles of Education.....	3.2	3.1	4.3	....	....
Supervision.....	3.2	9.4	8.7	....	....
School Administration.....	6.5	....	4.3	5.2	....
Child Hygiene.....	....	3.1	4.3	5.2	15.4
Program Making.....	....	3.1	....	....	....
Nature Study.....	....	3.1	....	....	....
Principles of Secondary Education	....	3.1	4.3	....	....
Kindergarten Curricula.....	....	....	4.3	....	....
School Problems.....	....	....	....	5.2	15.4

Summary

Certain curricula trends are apparent among the teacher-training institutions in the Gulf States. The data show that the curricula of the Alabama normal schools before 1911 was influenced by the desire of the normal schools to do recognized college work. This was pronounced until about 1885 when the normal school showed the influence of the work of the normal schools in other sections of the United States.

The curricula of the Texas and Louisiana normal schools before 1910 was based on reviews of public school subjects. Beginning about 1900 these normal schools, while continuing review courses, began to offer high school subjects. This trend continued until 1911 when the normal schools began to raise their entrance requirements and gradually to offer college work.

Curricula differentiation was begun in the normal schools about 1915 and is offered in all the institutions at present.

CHAPTER XIII

SUMMARY AND CONCLUSION

The purpose of this investigation has been to show the historical development of the permanent state teacher-training institutions for whites in the Gulf States, namely, Alabama, Mississippi, Louisiana and Texas. To do this it has been necessary to begin with a brief examination of the state public school systems in the lower South before 1860. Teacher-training institutions for colored persons, private normal schools and teachers' institutes have been included since they had a significant influence upon the development of the teacher-training institutions being studied. The normal school movement has been traced from the first agitation for trained teachers in the Gulf States in 1838 to the present.

Influences Affecting the Establishment of Teacher-training Institutions

It is probable that the work of Northern benevolent associations in establishing normal schools for Negroes in the lower South during the Reconstruction Period hastened the founding of teacher-training institutions for whites in that region. Alabama received $3,404,293, Louisiana, $2,150,000, Mississippi, $7,136,800, and Texas, $4,064,259 for the aid of common schools and normal schools from the American Missionary Association, the Methodist Episcopal

Church, the Baptist Home Missionary Society and other organizations. Graduates of some of the foremost universities and colleges in the North became teachers in these schools. There were certain ardent advocates of negro education in the North who hoped that the Southern white students would recognize the superiority of the professionally trained negro teachers and enter the schools for the colored because of the excellent training offered there. Most of the negro normal schools were active when the first institutions of the same type were established for white persons.

The influence of the negro normal schools was an indirect influence. When one seeks for the more direct influence it is discovered that there was considerable agitation for normal schools in the Gulf States before 1860. The advocates of teacher-training institutions became especially active during the fifties, but nothing was done with the exception of state aid given a normal training department in the girls' high school of New Orleans, Louisiana.

The states of the lower South were forced to accept makeshifts for the training of the bulk of their teachers when they adopted state public schools systems during the period of economic depression following the Civil War. Resort was made to small private normal schools and teachers' institutes in the initial efforts of these states to find a

solution of their problem. These private schools and teachers' institutes prepared the way for the professional training of teachers by the state and became the forerunners of the present normal school systems.

The outside factor immediately responsible for the establishment of the first normal schools in Texas and Louisiana was the Peabody Education Fund. Aid that was offered to each of these states resulted in the establishment of the Sam Houston State Normal Institute at Huntsville, Texas, in 1879 and the Louisiana State Normal School at Natchitoches, Louisiana, in 1884. Help was extended to the Alabama teacher-training institutions, but an offer of aid was withdrawn from Mississippi when it was discovered that the state had repudiated certain bonds held by the Peabody trustees.

The Establishment of Normal Schools

The legislature of Alabama established state normal schools at Florence in 1872, Jacksonville and Livingston in 1883, and Troy in 1887. The Louisiana legislature created the only teacher-training institution the state has in 1884 and located it at Natchitoches. Mississippi established the first normal school in that state at Hattiesburg in 1910 and the second, and last one, at Cleveland in 1924. Texas has seven teachers colleges. The one at Huntsville was established in 1879, Denton and San Marcos in 1899, Canyon

in 1909, and Commerce, Alpine and Nacogdoches in 1917.

The teacher-training institutions just mentioned do not have charters; their fields of activity are specified in their enabling acts passed by their respective state legislatures. For this reason the statutes establishing these schools are very important. The enabling acts of the normal schools in the Gulf States had much in common. They usually named the location or method of locating the school, the governing agencies, the objectives of the school, the admission requirements, the curricula, and the graduation standards of the institution. In general the provisions of the law dealing with the academic function of the institutions allowed the presidents latitude in controlling their colleges. The governing boards and their responsibilities were listed specifically.

One of the important matters connected with the establishment of the normal schools was the problem of giving them the proper location. A study of the data relative to location indicated that in most instances scientific principles were not followed in determining the location of teacher-training institutions in the Gulf States. The outstanding influence in Alabama and Louisiana was the offer of the buildings and grounds of defunct colleges to the states. Mississippi asked for bids for her teachers colleges and located them accordingly. Donations played a large part in the locations of all of the Texas institutions, particularly

the earlier ones; later the state made use of locating committees with restricted powers.

State Control

The state governments exercised close supervision of their normal schools because they appropriated the money necessary for the support of the schools.

When the history of this support was examined it disclosed the fact that during the early history of the schools the states were far from being liberal. Alabama in particular practiced parsimony. Since 1924 all the states have been liberal with their teachers colleges.

The state control of the institutions has evolved toward centralization. At first local boards played a major part in governing the normal schools. These local boards were discontinued in Alabama, Louisiana, and Texas. In each of these three states central state boards now direct the activities of the teachers colleges. These boards have made little or no attempt to interfere with the internal administration of their institutions.

The various states in the lower South have provided for state control of the funds appropriated for the use of the normal schools. The presidents of the various institutions have been required to make an itemized statement of their needs and present them to their governing boards. The next step in budgetary procedure has generally been for these boards to examine the requests, accept or modify them and pass

them on to a state board of financial control or the legislature. There have been legal provisions made in the various states for the expenditure of the state funds. At present in Mississippi purchases must be made on competitive bids. In Alabama and Texas requisitions must be made to a state purchasing board. In Louisiana a report of the expenditures must be made to the State Board of Education.

The internal administration of the normal schools was almost exclusively in the hands of the presidents until the institutions began to develop into colleges about 1917. Since that time the internal organization and administration of the colleges has centered principally in the offices of the presidents, deans, and registrars. Faculty committees with administrative powers are now in use in most of the teacher-training institutions in the Gulf States.

Faculty

An accurate study of the training and salaries of the faculties of the teacher-training institutions is difficult due to the fact that the catalogues frequently omit the degrees when listing the names of the members of the faculty and the reports showing salaries are not itemized. Nevertheless, sufficient data are available for certain fairly definite conclusions: (1) The faculties were poorly trained before 1911. (2) They were as poorly paid as they were trained. (3) The training has greatly increased since 1917.

(4) The salaries have increased in about the same ratio that the training has increased.

Problems of Enrollment, Admission, and Graduation

The number of students attending the teacher-training institutions in the Gulf States has steadily increased. A recent United States bulletin showed that in 1927-28 over thirty thousand students attended the teacher-training institutions in Alabama, Mississippi, Louisiana and Texas.

The first entrance requirements of the normal schools were very low. Candidates were generally required to be sixteen years of age, of good moral character, and able to pass a simple examination covering the basal subjects taught in the elementary public schools. About 1900 the entrance standards were raised to include one year of high school work. Between 1900 and 1915 most of the schools had advanced to the point where the completion of the second year of high school work was required before entrance was granted. By 1918 the normal schools were attempting college work and by 1920 the entrance requirements were those of a standard four-year college.

The entrance requirements indicate something of the graduation requirements. A residence of at least two terms has always been required before a diploma would be granted. The normal schools in the Gulf States have been given the privilege of issuing state teachers certificates with the

exception of a period from 1900 to 1915 when the right was withdrawn from the Alabama normal schools. The Louisiana institution and all the Texas normal schools were made four-year colleges in 1918; the Hattiesburg, Mississippi, Normal School became a four-year teachers college in 1922, the Delta Teachers College, Cleveland, Mississippi, granted degrees in 1928, and all the Alabama normal schools became teachers colleges in 1929.

Curricula

Most of the early normal schools in the United States offered curricula that were composed very largely of reviews of elementary subjects. The Alabama normal schools before 1911 were not influenced by this tendency in other parts of the United States. This was primarily due to the fact that while they were given state support these normal schools were governed almost entirely by local boards, and three of the institutions when taken over by the state were attempting college work. Probably the influence of the pre-war prestige of the college was still felt. The trend toward the usual type of normal school work was begun about 1885 and by 1911 the Alabama institutions conformed to the general type of normal school.

Before 1911 the other Gulf States, Louisiana and Texas, which had normal schools offered a curricula based upon reviews of public school subjects. The trend in these

schools toward college work began in 1900 and culminated in degree work in 1918. The first Mississippi normal school established in 1910 reached this point in 1922.

With the adoption of the four-year college standards, the teachers college began to differentiate their curricula. Groups of subjects were offered to train teachers for special types of work; chief of these were the primary, intermediate and high school fields.

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